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THE NEW WORK - PLAY BOOKS

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THE NEW WORK-PLAY BOOKS

GENERAL MANUAL

BY

ARTHUR I. GATES

NEW YORK

THE MACMILLAN COMPANY

1940

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GENERAL MANUAL

CHAPTER I

READING AS A FACTOR IN GROWTH

1. THE NATURE OF READING

Complexity of reading

The New Work-Play Books are based upon the theory that reading is a very broad and complex activity.¹ A child or an adult does much more than recognize printed words when he reads. He understands what he reads. By understanding the content, he acquires information and ideas. The skillful reader does more than this. He receives greater values because he thinks while he is reading as well as after he has read. In addition to understanding clearly what the author has written, he may be critical of the author's statements and pass judgment on the author's point of view. He may also alter his own point of view and see how to use certain ideas in the text to further one of his own plans. In fact, all kinds of thinking — criticizing, judging, drawing conclusions, applying data to a problem — can and should go on during reading and after reading.

Reading affects emotions and feelings

Reading is not limited, moreover, to mental activity. It affects the emotions and feelings. The reader may be pleased or annoyed, saddened or cheered, encouraged or discouraged by what he reads. The reading may increase or decrease his zest for the subject read. It is likely to add to or detract from his interest in reading in general. There is usually a series of definite emotional responses as well as intellectual responses during reading.

Reading develops opinions and purposes

Reading affects the reader's opinions and purposes. It may lead to all sorts of "follow-up" activities. It may lead a child to draw an

¹ *The Teaching of Reading: A Second Report, The Thirty-Sixth Yearbook of the National Society for the Study of Education*, Public School Publishing Company, Bloomington, Illinois, 1937.

illustration, "play-act" a part, visit a farm or construct a model store. It may lead a child to determine to take better care of his pets or to demand cleaner streets as it may lead an adult to take active part in a campaign for war or peace.

Reading must foster child development

Reading, in short, involves the whole person. It leads to facts, ideas, convictions, feelings, emotions, attitudes, purposes, and actions. In conducting a reading program, therefore, the teacher should realize that she must do more than teach the child to read. She should attempt to contribute as much as possible to the many phases of the child's development.

The New Work-Play Books are organized to give the teacher efficient help in making instruction contribute to the child's development along these lines. In arranging each unit of the program, the following questions have been raised:

1. How will the reading material contribute to intellectual growth? How will it improve the child's understanding? What ideas and information will it give to him? To what extent will it encourage him to think — judge, draw conclusions, apply the data to his own problems and projects?

2. What feelings and emotions will the reading arouse? Are these the most desirable ones?

3. How will the reading affect the child's opinions and purposes? Will it lead to further desirable activities? Will it result in the development of desirable plans and purposes?

If the reading program is to contribute richly to the child's development, two further objectives must be realized: (1) the process of learning to read must be made a joyful experience, and (2) it must be a broadening and enriching experience.

Learning to read — a joyful experience

If learning to read is to be a joyful experience, it must enable the child to learn with ease and success. Interest may be destroyed by difficulty and failure. Ease and success in learning to read are achieved by carrying the process forward by easy, well-graded steps. Learning to read can be made more satisfying by the use of highly

interesting materials. It can be made a happier experience by organizing the program in such a way that it helps the pupil to do many other things which he enjoys doing. Since learning to read is one of the child's first adventures in school life, it must be a joyful experience.

In *The New Work-Play Books* the child finds that learning to read is easy and certain of success. The program of reading has been planned so that it will enable the child to be successful and to be aware of his success. Content which is most interesting to the child at various levels has been incorporated in the materials, and reading has been made the means of helping the child to do many things which he likes to do and are beneficial to him. Thus, learning to read becomes a joyful experience.

Reading must be a broadening and enriching experience

Reading should not be limited to narrow drills which restrict the child's natural craving for varied, full-bodied action and expression. It should be a means of promoting many types of interests. It should not be limited to one type of story, to one area of information, or to one form of experience. It must introduce the child to many kinds of reading materials; it must bring to him many types of information; it must open up many areas of fruitful experience. It should, moreover, foster many worthy forms of growth, such as self-control, ability to plan individually, ability to co-operate with others, desire and ability to contribute to the welfare of others, etc. Learning to read, in short, should be made a vital means of broadening and enriching the child's life.

In *The New Work-Play Books* the child reads interesting and informing reading materials, rich not only in themselves but so constructed that enriching, educative activities grow naturally from the reading materials. Thus the reading experience and the natural experiences growing from it are broadening and enriching.

2. READING AS A VITAL FORCE IN CHILD DEVELOPMENT

Reading and experience

If reading is to foster child development, it cannot be an isolated mental activity. It must be the means of promoting other abilities

and interests and it must be helped by them. It must, in brief, become a vital and intrinsic part of an interesting, well-rounded, and fruitful child life.

If reading is to be acquired as an intrinsic phase of experience, it becomes necessary to determine through what activities reading can best foster child development.

Growth in experience may be achieved through the following types of activities:

1. Linguistic activities
2. Dramatic activities
3. Artistic activities
4. Exploratory activities
5. Constructive activities

Each of these activities, as will be evident from the following discussions, can be made to contribute to growth in experience. Each can be made to develop the child's interest and ability in reading and in thinking. These qualifications in turn promote the child's growth in experience.

Linguistic activities

Under linguistic activities are included all forms of receiving ideas from and conveying ideas to other persons. Through an exchange of ideas, the child's speaking vocabulary will be increased, and his experience will be modified and extended.

Both oral and silent reading may function in linguistic activities, particularly when undertaken for any of the following purposes:

1. To interest or inform an audience.
2. As preparation for informal reconstruction of stories.
3. As information to be used in group discussion.
4. As a "springboard" to the writing of compositions, letters, announcements, speeches, poems, news sheets, placards, and the like.

The New Work-Play Books are organized to lead naturally to such activities, thereby promoting growth in experience.

Dramatic activities

Under dramatic activities are included all forms of "play-acting" from complete dramatization of stories or episodes to imitation,

laughing, and other spontaneous expressions. Such activities contribute to the social adjustment as well as to the intellectual enrichment of the child.

The New Work-Play Books encourage and facilitate dramatic activities from the earliest levels of reading by the use of highly dramatic action in both illustrations and text and by plans for various dramatic projects as "follow-up" activities.

Artistic activities

Artistic appreciation and self-expression are important aspects of experience. The child should learn to use his memory and imagination freely during reading. Appreciation of the artistry of others is particularly important to the child when he is called upon to interpret experiences containing some unfamiliar elements. His desire to express himself artistically can be fostered by encouraging him to express ideas obtained from his reading and related discussions. Reading helps to clarify ideas expressed in artistic form, and experience in expressing ideas in various art forms makes further reading more interesting and enriching.

The artistry of *The New Work-Play Books* has not been developed solely to give the child pleasure in the skillful color and composition of the pictures. Their true-to-life character assists the child to recognize the printed words, old and new, to grasp the ideas in the text, to evaluate them, and to clarify his own previous ideas.

In this way, the pictures in *The New Work-Play Books* play an important role in stimulating the intellectual as well as the artistic growth of the child.

Constructive activities

By constructive activity is meant the making of a real object, such as an Indian water jug, an Indian headdress, a toy farm, an airport, a sand-table Indian village, a rabbit hutch, etc. As is immediately apparent, carefully selected reading materials become the means of fostering such activities, and, in turn, the child's interest in constructive activities stimulates him to much additional reading. Reading and constructive activities are related in many ways, ranging from the provision of definite and detailed reading directions for

carrying out certain activities to mere hints concerning an interesting project. Any such activity, once begun, tends to lead to further reading in many books for guidance, direction, and suggestion. Thus, reading appears in its true worth as a skill which greatly assists the child to do the things he wishes to do.

The New Work-Play Books contain much that will stimulate the child to organize and execute worthwhile constructive activities. In this way many important types of reading are introduced with satisfying outcomes. These activities have been carefully planned and organized to promote effective and continued growth.

Exploratory activities

Under exploratory activities are classed all sorts of searching and investigation for data related to the topic being read and the activity being carried out. Thus, plans for pictures to illustrate a series of paragraphs about a farm episode might lead a child to search for further books, to look through picture books, to talk to parents and friends, to plan a visit to a farm, etc. Such enterprises serve to influence a child's viewpoint, clarify his understanding, and provide for further growth in many lines.

The New Work-Play Books, for these reasons, are constructed so as to furnish both stimulation and substance for various types of exploratory activities that will make definite contributions to the growth of the child.

3. ORGANIZED CENTERS OF INTEREST

Educative experience

If reading is to be a means of promoting worthwhile activities and if interest in such experiences is to become the salt that savors reading, the activities must be organized into a unified program. It is not enough merely to be engaged in miscellaneous artistic, dramatic, and other activities. Unselected, hit-or-miss experiences are wasteful and often miseducative. An activity, to be educative, must be based upon a purpose and must proceed along the lines of an orderly plan to a satisfying and educative end.

Fruitful growth in experience may be best achieved through the

establishment of broad centers of interest. These centers of interest, while not in any sense rigidly restrictive, give direction to experience and thus make it constructive and educative.

Centers of interest in reading

It is through the reading program that broad centers of interests may be most clearly established. These interests will stimulate exploration and growth in other fields, which in turn will equip the child for further interpretation of reading material. It has been one of the aims of *The New Work-Play Books* to establish a series of continuing centers of interest, and to establish them in such a way that, while they gently guide the child and point to a way of development, they do not restrict the child's actual experiences. These broad continuing centers of interest embrace one year.

In the work of the first year, the child is concerned with the more immediate interests of the typical American community. This general range of interest is divided into two aspects: one is concerned with the interests and common phases of life in a town or small city, or a representative neighborhood of a large city; the other is concerned with life in a typical country or farm community.

Subordinate to these two general divisions are a number of more specific topic units. In the Pre-Primer, *Off We Go*, are stories of city life and stories of a visit to the farm. The supplementary Pre-Primer, *Now We Go Again*, introduces certain topics of almost universal interest in the big city and describes a visit to the beach. The Primer, *Jim and Judy*, presents the home as a social unit; experiences away from home, embodied in a visit to the airport and an airplane ride over the countryside; a trip from the country to the city, in which similarities and differences in the two types of environment are presented in story form; and activities in the school.

In the First Reader, *Down Our Street*, community life is the main theme. The activities of familiar workers and their contributions and relationships to the community, the character of seasonal variations, the activities of familiar animals, local fun and humor, and a visit of the circus are presented in narrative and factual selections.

In the Second Reader, *We Grow Up*, the child ventures from the

near and familiar community to less familiar types of life in America. Presented are phases of American life outside the average child's direct experience but intelligible and meaningful in light of his direct experience.

In the Third Reader, *Wide Wings*, the child is carried on his vehicle of previous experience still farther afield in time and space.

All these topics or units represent different aspects of typical town and country life. They permit the child to examine the different phases of the life in both town and country areas. This plan of organization not only makes possible a thorough and cumulative study of the more important aspects of community life, but, organized in broad themes, it enables the child to choose wisely experiences in fields other than in the field of actual reading. This gentle direction, rather than restriction, of the child's experiences assures his growth along the lines necessary for more perfect understanding and adjustment to the life of his community.

CHAPTER II

MATERIALS AND METHODS

1. UNDERLYING PRINCIPLES

Theory of method

The theory of method underlying *The New Work-Play Books*, as explained in the preceding chapter, sets up the following requirements:

1. Reading must be a happy experience.
2. Reading must be a broadening experience.
3. Reading must be an enriching experience.
4. Reading must stimulate growth in experience both in itself and in other activities, and must so guide experience as to make it definitely educative.
5. Reading skills and abilities must be developed in proper order and relation to each other so that the child will acquire the abilities needed at each stage in his growth without confusion or conflict.

It is the purpose of this chapter to discuss the ways in which requirements are met in *The New Work-Play Books*.

2. MATERIALS OF THE FIRST-YEAR PROGRAM

Basic and supplementary materials

A wide variety of materials has been provided for the child's introduction to reading. The basic materials are as follows:

1. *Off We Go*, the Pre-Primer.
2. *Jim and Judy*, the Primer.
3. The Preparatory Book to accompany the Primer, *Jim and Judy*. (Optional)
4. *Down Our Street*, the First Reader.
5. The Preparatory Book to accompany the First Reader, *Down Our Street*. (Optional)

6. The Teacher's General Manual, incorporating underlying theories and principles.
7. The Teacher's Specific Manuals, incorporating suggestions for procedures with both the basic and supplementary equipment.

The supplementary materials provided for use in the first year are as follows:

1. *Beginning Days*, a pre-reading book.
2. *Now We Go Again*, a second Pre-Primer.
3. A group of supplementary reading books based upon the units of organization of the Primer and the First Reader.

The pre-reading period

A carefully developed pre-reading program is provided in the basic reading materials and further developed in certain of the supplementary equipment. The Pre-Primer, *Off We Go*, introduces the child to such skills as interpreting pictures, relating experiences, recognizing continuity and flow in a story (picture story), recalling a typical story. Pages 1-14 of the Pre-Primer, *Off We Go*, comprise a complete story with plot and climax, told in pictures. Through the use of this story, the child also learns certain basic skills of the mechanics of reading, such as how to start on the first page, how to complete one page before turning to another, how to turn the pages in order.

The optional pre-reading book, *Beginning Days*, has as its purpose to provide a carefully graded series of supervised experiences in the first systematic use of a printed book. It climaxes a series of earlier activities in interpreting pictures, relating experiences, and developing interest and ability in dealing with typical stories. It provides for a carefully graded introduction to the characteristics of a printed book in which pictures and text combine to tell a story. It provides also for the development of certain of the simplest reading techniques. When used, it precedes the work with the basal Pre-Primer, *Off We Go*.

As in all cases with optional equipment, the Teacher's Manual contains suggestions of procedure for those classes in which *Beginning Days* cannot be provided for the children.

In the Preparatory Book, which accompanies the Primer and

although highly recommended is optional, the first six pages contain a battery of carefully standardized reading readiness tests. These reading readiness tests are the outgrowth of three extensive investigations on methods of determining reading readiness.¹

The Pre-Primer program

The Pre-Primer program follows the pre-reading period. For the Pre-Primer period two books are provided — the Pre-Primer, *Off We Go*, and the Supplementary Pre-Primer, *Now We Go Again*. *Off We Go* is basic material, and the second Pre-Primer is supplied to be used at the discretion of the teacher.

The first fourteen pages of *Off We Go* contain a picture story. As pointed out in the discussion of the pre-reading stage, this picture story may be used with suggestions given in the Manual as a substitute for the pre-reading book, *Beginning Days*. If *Beginning Days* is used, the picture-story section in *Off We Go* may be used parallel with *Beginning Days* or may form a transition from the activities of the pre-reading period and serve as an introduction to the remainder of the Pre-Primer.

Following the picture story are simple, though interesting, stories about Jim and Judy, the main characters in the Primer program.

Under the supervision of the teacher, the pupils make the next step in reading, namely, reading directly from the book with the assistance of the teacher. The simplicity of sentence structure, the lightness of vocabulary load, and the carefully controlled, systematic repetition of vocabulary make it possible for the children to read easily and with enjoyment in their first reading experiences.

Following the stories are fifteen pages in *Off We Go* which provide an introduction to "work-type" reading. These pages contain a number of exercises based upon the content of the preceding stories. The children participate as a group in these exercises under the

¹ Frank Wilson, C. W. Flemming, and others, "Reading Progress in Kindergarten and Primary Grades," *Elementary School Journal*, February, 1938.

Arthur I. Gates, "An Experimental Evaluation of Reading Readiness Tests," to be published in the *Elementary School Journal*, March, 1939.

Arthur I. Gates and others, *Methods of Determining Reading Readiness*, to be published by the Teachers College Bureau of Publications early in 1939.

teacher's supervision. In this way the child begins to see at a very early stage that reading may be used for several purposes and becomes accustomed to different types of reading. In addition, these exercises form a carefully controlled introduction to the preparatory exercises to be carried on largely individually at a later stage.

The second Pre-Primer, *Now We Go Again*, which is optional material, comprises new episodes concerning Jim and Judy. The Supplementary Pre-Primer stimulates reading for the thought and makes the child more skillful in the mechanics of reading, such as reading from left to right, reading two-line sentences, etc. This book is not introduced, however, merely to give practice in reading techniques. Its content will be greatly enjoyed by the most advanced as well as average and slower-learning pupils.

The Primer and First-Reader program

After the child has completed the pre-primer work, he is introduced to the use of the Preparatory Books and the Readers. The last stage of the work in *Off We Go* introduces the child to work-type activities, and thus he is given preparation for making effective use of the Primer Preparatory Book, which is taken up in the next stage of reading. The Primer and the First Reader Preparatory Books not only present every word (in lower case and upper case form) used in the corresponding Reader, but introduce every word before it is encountered in the Reader. *For this and other reasons the teacher is cautioned to use the preparatory exercises in the Preparatory Book prior to having the children read the corresponding selection in the Reader.*

A new technique, found in careful investigations to be most efficient, is used in introducing each new word. An exercise is given in which the new word is set off by itself in two forms, one with the capital letter and one with the small letter. Where it is possible to illustrate the word, its meaning is also given by a picture. However, to avoid confusion on the part of the children, there has been no attempt made to illustrate abstract words. With the new word is a story which indicates its meaning. The little story contains no new word other than the one introduced. The text uses the new word in several contexts. The picture and the text are designed to give the

child as many picture and context clues as possible to use in recognizing the word. They are designed also to enrich its meaning by its use in various contexts.

After the word-picture-story unit has been studied by the child, he goes on to "enrichment" exercises presented on the front and back of the same page. These exercises use the new words in various contexts as well as re-use words previously presented. These exercises are designed to co-ordinate and increase the child's skills and abilities in reading. They are in no sense tests, and the child is to be encouraged to use the "dictionary cards" for necessary reference.

After the above co-ordinating exercises have been completed, the word-picture-story unit may be cut out and filed or pasted in a blank-book alphabetically to form a "dictionary" for future reference and study. The Manual gives a number of interesting and educative uses to make of these "dictionary cards" in later work.

Special care has been exercised in developing the Preparatory Books so as to permit the child to work independently to a great extent. Although the Preparatory Book for the Primer contains a wide variety of types of exercises, each type is carefully introduced and reviewed frequently. Thus, when the child has once mastered the "technique" of an exercise, he can handle successfully later exercises of the same type without the teacher's help.

When new types of exercises are introduced, vocabulary difficulties are kept at a minimum. The pages are constructed so as to appear extremely simple. The result is that the child is unhampered by other problems when he attempts to learn how to use a new type of exercise.

In each Preparatory Book the type size and the type face are exactly the same as those in the corresponding Reader. It is not necessary, therefore, for the child to "jump" from one size of type to another, nor is he hampered by minute differences in the appearance of the type. Furthermore, the same technique of "phrase breaking" is used in the Primer and First Reader and corresponding Preparatory Books, and the maximum length of line (four inches) which is considered desirable for the Readers is also the maximum length of line in the Preparatory Books.

The Preparatory Books for all Readers include a carefully graded program for developing all the important types of reading abilities and skills, particularly such abilities as finding the main point, selecting pertinent details, reading and executing directions, evaluating critically, discovering relationships between ideas, etc. Through the use of the Preparatory Book the teacher is able to diagnose, practically daily, difficulties which the children may encounter. It is possible for her to remedy difficulties almost at their beginning rather than to let them continue for months or years before becoming aware of them. By overcoming the child's difficulties almost at their inception, extreme remedial treatment, after years of failure, is avoided.

After an adequate amount of work in the Preparatory Books, and at intervals indicated in it, or after preparatory exercises suggested in the Teacher's Manual for classes without Preparatory Books, the child reads a selection in his Reader. Since the "new" words have been introduced in the preparatory activities and the necessary reading skills have been developed, the child is able, when reading in his Reader, to direct his attention largely to interpreting the content. This plan reduces mechanical problems of reading to a minimum in order that the child may read with fullest understanding and enjoyment.

The Unit Readers

During the past ten years the importance of providing the child with a large amount of easy, interesting reading material has been shown. However, in the early periods of reading it is neither efficient nor helpful to provide "hit-or-miss" reading material for such additional reading. In order to develop speed and accuracy in recognizing words singly or in thought units, rhythmic eye movement in progressing along the line, and other techniques required for rapid and accurate reading, and in order to provide for the continued growth of the child in experience through reading, it is necessary for him to read much material in which he will not encounter so many new words as to interrupt and delay his progress. "Hit-or-miss" reading is often so difficult as to defeat the main purpose of supplementary reading. Once the child has entered a general topic, such as one of the broad

centers of interest provided for in *The New Work-Play Books*, the impetus of his interest and enjoyment creates a desire for further reading on specific topics related to the center of interest.

For these reasons *The New Work-Play Books* include as part of the supplementary equipment a series of forty-eight-page books known as "Unit Readers." As the name implies, each Unit Reader may be read following the reading of the unit in the Primer or First Reader to which the Unit Reader belongs. Each Unit Reader is confined almost exclusively to the vocabulary which the child has encountered in the basal reading prior to the time at which the Unit Reader is read. Further, in the first-year program each Unit Reader has a carefully controlled scheme of repetition of the vocabulary which was introduced in the corresponding section of the basic reader. The selections in the Readers, moreover, pave the way in other respects for enjoyment of the Unit Readers. They arouse an interest for reading on a broad topic which the Unit Readers satisfy.

Thus it is possible for the child not only to enrich and extend his experience, but to become more fluent and skillful in reading.

3. MATERIALS OF THE SECOND-YEAR PROGRAM

Basic and optional materials

The basic and optional materials of the second-year program of *The New Work-Play Books* are as follows:

1. *We Grow Up*, the Second Reader.
2. The Preparatory Book to accompany the Second Reader, *We Grow Up*. (Optional)
3. The Teacher's General Manual, incorporating principles of method.
4. The Teacher's Specific Manual, incorporating suggestions for procedures with both basic and supplementary equipment.

The second-year program

After the child has completed the work of the first-year program, he is ready to be introduced to the Second Reader, *We Grow Up*. If possible, each child should have also a copy of the Preparatory Book which accompanies the Second Reader, although this is optional.

Following prescribed amounts of work in the Preparatory Book or in suggested preparatory activities for classes without Preparatory Books, the child is equipped with the basic skills and the vocabulary required for reading successfully predetermined amounts in the Second Reader.

Customarily some ability in reading is lost between the end of the first year and the beginning of the second year. The commonly accepted cause of this apparent loss is the child's relative inactivity in the field of reading during the summer months. Often he is neither sufficiently interested nor sufficiently skillful to handle with ease the various children's books which may fall his way during the summer. This apparent loss in reading skill is rapidly overcome during the first weeks of the second-year period, for it is entirely temporary.

Careful provision has been made in the Second Reader for this temporary loss in reading ability. The reading materials in the first thirty-three pages of the Second Reader are arranged with respect to phrase-breaks, ease of concepts, and ease of vocabulary to correspond with the material of the last unit of the First Reader. In this way, it is possible for the child to come back into the "swing" of reading before being forced to conquer new reading techniques and skills.

4. MATERIALS FOR THE THIRD-YEAR PROGRAM

Basic and optional materials

The basic and optional materials of the third-year program are as follows:

1. *Wide Wings*, the Third Reader.
2. The Preparatory Book to accompany the Third Reader, *Wide Wings*. (Optional)
3. The Teacher's General Manual, incorporating underlying theories and principles.
4. The Teacher's Specific Manual, incorporating suggestions for procedure in both the basic and supplementary equipment.

The third-year program

When the child has completed the work of the second-year program, he is prepared to begin the work of the third year. As in the

Second Reader, the early parts of the Third Reader in *The New Work-Play Books* provide for the apparent loss in reading ability which occurs between the end of the second year and the beginning of the third year. In the third-year program are followed the basic principles of procedure, namely the use of prescribed pages of the Preparatory Book or preparatory activities suggested for classes without the Preparatory Books preceding the reading of a predetermined amount in the Reader.

The development of proper and efficient habits and skills continues, and definite problems of third-year work are recognized in the teaching technique. It is apparent definite provision must be made in the third-year program for preparing the child to bridge the long recognized gap between the third grade and the fourth grade. It is one of the primary duties of the basic reading materials to provide the child with the necessary skills for concentrated and highly specific types of reading and study in the content subjects. (For detailed discussion of the problems of the procedures involved, the teacher is referred to pages 63-68 of this Manual.)

The Preparatory Book which has been designed to accompany the Third Reader is highly recommended for use by the child, although optional. Detailed suggestions are made in the Specific Manual for use with classes without Preparatory Books. As in the case of the Preparatory Books for the first and second years, the Preparatory Book to accompany the Third Reader or the preparatory activities suggested adequately and fully prepare the child with the necessary basic skills and vocabulary for the successful reading of predetermined amounts of material in the Third Reader.

5. SPECIFIC CONSTRUCTION OF THE NEW WORK-PLAY BOOKS

Reading mechanics and growth

To grow in experience through reading, it is necessary to master a reading vocabulary and acquire various reading skills. This growth in skill and its effect upon experience through reading may be likened to the child's learning to ride a bicycle. If he masters well the skills required to ride, his world becomes much larger, for he can travel

further, and see more in a given time than he could if he had to walk. In early instruction in reading the child begins to acquire the skills which will ultimately permit him to broaden his horizon extensively. However, if all the mechanical skills and abilities that he will need are simply "thrown" at him at once or left to him to acquire without help, his purpose will be defeated.

Although the basic reading materials must provide the child with the necessary reading vocabulary and skills, it must introduce them as they are required and control their introduction so that the mechanical demands upon him will not overshadow the thought-getting and interpretive activities.

The reading materials must, if possible, control the rate at which reading vocabulary is introduced. The child cannot learn to recognize a word by seeing it once. He must see it many times, in many situations, and at proper intervals before he can recognize it accurately and quickly.

Vocabulary principles in *The New Work-Play Books*

In the construction of *The New Work-Play Books* the following points have been given careful attention:

1. The total number of new words.
2. The minimum repetition of new words introduced in any book.
3. The average repetition of new words introduced in the book.
4. The number of different words used in the book.
5. The average repetition of the different words used in a book.
6. The total number of running words (that is, the total number of words in the book whether previously familiar or newly presented and including all their repetitions).
7. The ratio of the number of the words introduced in any book to the length of the book.
8. The maximum number of new words introduced on any one page.
9. The average number of new words introduced per page.
10. Intervals between the repetitions of new words.
11. The placement of new words on the page with respect to the placement of other new words.

Vocabulary control is not a mere matter of determining the number of the words introduced in any particular book. Many aspects in the vocabulary problem must be considered. *The New Work-Play Books* are so constructed that the child is not hampered in his enjoyment of reading and growth in experience by problems in mechanics that are too numerous or too advanced for him to solve successfully and correctly. At the same time, the vocabulary problem has been greatly simplified without restricting the richness and variety of the content.

TABLE I
WORD REPETITION IN THE NEW WORK-PLAY BOOKS

	<i>No. of Pages</i>	<i>No. of New* Words</i>	<i>Minimum Repe- tition</i>	<i>Average Repe- tition</i>
Pre-Primer	64	42	9	29.78
Supplementary Pre-Primer	48	21†	6	15.52
Primer	151	146	7	20.52
First Reader	199	242	5	14.00
Second Reader	243	430	4	12.18
Third Reader	337	638	3	8.42

TABLE I A
WORD REPETITION IN THE NEW WORK-PLAY BOOKS

	<i>No. of Pages</i>	<i>No. of Running Words</i>	<i>Ratio of New Words to Running Words</i>	<i>No. of Different Words</i>	<i>Average Repetition of Different Words</i>
Pre-Primer	64	1,251	29.78:1	42	29.78
Supplementary Pre- Primer	48	1,269	60.42:1	63	20.14
Primer	151	5,979	40.95:1	188	31.80
First Reader	199	10,447	43.16:1	427	24.46
Second Reader	243	22,851	53.14:1	803	28.45
Third Reader	337	40,593	63.62:1	1,361	29.82

* These words are "new" in that they do not occur in preceding Readers. They are, however, fully introduced before the reading in the Reader.

† New words used in the Supplementary Pre-Primer are considered new when introduced elsewhere in the basal materials.

TABLE II
WORD REPETITION IN THE PREPARATORY BOOKS

	<i>No. of Pages</i>	<i>No. of Reader Words</i>	<i>Ad- ditional New Words</i>	<i>Minimum Repetition of New Words</i>	<i>Average Repetition</i>
Primer Preparatory Book.....	128	146	3	7	29.81
First Reader Preparatory Book...	136	242	2	5	18.81
Second Reader Preparatory Book..	128	430	3	4	12.07
Third Reader Preparatory Book..	128	638	5	3	6.77

TABLE III
PREPARATORY BOOKS AND THEIR INFLUENCE ON REPETITION

	<i>Minimum Repe- tition</i>	<i>Combined Minimum Repe- tition</i>	<i>Average Repe- tition</i>	<i>Combined Average Repe- tition</i>
Primer.....	7		20.52	
Primer Preparatory Book.....	7	14	29.81	50.33
First Reader.....	5		14.00	
First Reader Preparatory Book....	5	10	18.81	32.81
Second Reader.....	4		12.18	
Second Reader Preparatory Book...	4	8	12.07	24.25
Third Reader.....	3		8.42	
Third Reader Preparatory Book....	3	6	6.77	15.19

It will be seen from the tables given above that the vocabulary load of *The New Work-Play Books* is very light during the early periods of reading. As the child grows in experience, the vocabulary load is carefully increased to keep pace with his abilities and needs without at any time overwhelming him with difficulties.

Other types of control

One of the difficulties of the beginner is that of learning to read fluently the "runover" sentence, i.e. the sentence that comprises

more than one line of text. It is difficult for a little child to read to the end of the line, then move his eyes from right to left and down, find the beginning of the next line, and then begin to read the new line from left to right, while still retaining the thought of the partial sentence read in the line above.

This problem of reading the runover sentence has been handled in *The New Work-Play Books* in two ways: first, by introducing none until the end of the Pre-Primer period, and, second, by beginning all sentences (except certain interjections) on new, indented lines, throughout the first-year program and the first two stories of the Second Reader. By using this method, the child can see at once from the physical appearance of the page that he must read beyond the first line in order to complete the unit thought.

The first runover line occurs on page 43 of the Pre-Primer, *Off We Go*, and runover lines reappear five times between pages 43 and 48. These five repetitions are incorporated in the Pre-Primer so that the teacher may determine, before the child is introduced to the Primer, whether additional practice is needed. If it is, it is provided for in the easy reading material of the supplementary Pre-Primer, *Now We Go Again*, which contains very few new words.

The advance to longer runover sentences is made by easy steps. Through page 67 of the Primer, no sentence is longer than two lines; through page 76 of the Primer, no sentence is longer than three lines. This unobtrusive control leads naturally to the reading of a paragraph composed of more than one sentence and of three or more lines. If the child is skilled in reading two- and three-line sentences, the transition to reading longer paragraphs is an easy one. Consequently, throughout the first two units in the Second Reader no paragraph is longer than four lines, and in the remainder of the Reader no paragraph is longer than five lines.

When the longest sentences and paragraphs are being introduced, definitely planned "rest periods" are given to the child. After the introduction of the three-line sentence, he reads the one-line sentence, the two-line sentence, and then the three-line sentence again. The use of the one- and two-line sentences between the longer ones not only provides a rest period, but also makes the page look easy to the child.

Throughout the early periods of reading every effort has been made to reduce the mechanical load on the child to the end that he may give fuller attention to the thought. Sentences are phrased in natural patterns, and artificial inversions have been carefully avoided. The first "split quotation" — that is, one in which the name of the speaker is put in the body of the sentence in direct quotation — is not introduced until page 136 of the Second Reader, *We Grow Up*. The sentence in which it is introduced is comparatively short and contains *no new vocabulary*, thus simplifying the problem as much as possible.

Another skill that the child must develop is the ability to keep in mind an incomplete thought while turning the page. Because of the difficulty which the process causes many children, it has been postponed to the third-year program, where it is introduced after the child has had experience with several easier tasks. First, he has experience with the split paragraph on facing pages (see pages 186–187, 194–195, 196–197, of *Wide Wings*, the Third Reader); second, he encounters the split paragraph combined with the turning of the page (see pages 197–198, 199–200, 215–216 of *Wide Wings*), and third, he is introduced to the reading of the partial sentence on one page, holding the thought in mind while moving his eyes to the top line of the facing page and completing the reading of the sentence (see pages 204–205, 210–211, 222–223 of *Wide Wings*). With this careful presentation, the child is able to hold in mind the thought of a partial sentence, turn the page, look at the first line of the turned page, and continue the reading of the sentence. This complex act is first introduced on page 233 of *Wide Wings*. This unobtrusive guidance and control in this and other problems of mechanics makes it possible for the child to learn complex reading techniques while devoting himself to understanding, enjoying, and thinking about the content.

6. GRADUATED STAGES IN READING DEVELOPMENT

Need for careful gradation

In the last decade experiments in reading and reports of teachers' experiences have indicated that one of the outstanding reasons for the confusion, and even failure, of many children in the early stages of reading is the demand that they master too many skills at one

time. For example, after a short pre-reading period, the child is often confronted immediately with the task of mastering the orientation of lines; the perception of words; the techniques of reading materials in cursive writing on the blackboard, printed materials on bulletin boards, small type in books; the techniques of various types of reading; the skills involved in the interpretation of different kinds of illustrations; habits of co-operating in group activities; and ability to participate in individual oral and silent reading activities, etc. In other words, the child is often given so many things to learn at once that confusion and discouragement may well be expected.

An outstanding feature of *The New Work-Play Books* is that the skills and activities required in reading are introduced one at a time in the simplest and most helpful order. In this way it is possible for the child to advance without confusion in an orderly mastery of the basal reading abilities.

The following list indicates the various recognized stages of reading in which the basal skills are introduced:

1. Developing general readiness.
2. Developing reading readiness.
3. Introduction to a specific book.
4. Actual reading under careful teacher guidance.
5. Reading with occasional teacher guidance.
6. Introduction to simple work-type exercises.
7. Introduction to preparatory activities.
8. Actual reading without teacher assistance.
9. Reviewing and testing.
10. Wide reading in books other than basic materials.

Developing general readiness

In this stage the child develops familiarity with school routine, interest and ability in a number of co-operative activities, and adaptability to school life. The teacher makes the child feel at home in his new environment. She helps him learn to work and to play with other children. The child is encouraged to talk to the teacher and to the other children, to relate his experiences, and to tell stories to the class as a whole. The child becomes accustomed to listening to

and remembering what the teacher and the other members of the class say. The teacher helps him develop ability to follow directions and to observe the class routine. The child becomes acquainted with the equipment in the schoolroom and with the use of the various materials, such as the pictures, blackboard, bulletin board, books on the reading table, pencils, crayons, and construction equipment.

It is not until after the child has learned to work and play with others in a wide variety of desirable school activities that actual reading should be undertaken.

Developing reading readiness

Although most of the interests and abilities developed in the preceding stage are continued in this stage, and are, in fact, important phases of this stage, the interests and abilities given primary consideration here are those which are most obviously concerned with actual reading. More definite attention is given to developing interest and ability to deal with stories and other forms of reports. The child will spend considerable time looking at picture books and easy reading books. He will learn how to open books, how to turn the pages, how to interpret pictures, etc. His attention will be drawn to words, phrases, and sentences on the blackboard, on posters, and on the bulletin board. He will begin to sense the forms that words take, what printed words are like, and what their various functions are. The child will also learn that books contain many interesting stories which will be fun to read.

Introduction to a specific book

This stage represents a more advanced period in the development of reading readiness. It is the stage in which the child begins to deal with a particular book. The pre-reading book, *Beginning Days*, was designed for use at this stage as well as at other stages devoted to reading readiness. In classes in which *Beginning Days* is not used, material suggested in the Teacher's Specific Manual may be reproduced on a chart or a blackboard so as to give the child experience in the distinct units which comprise this stage.

The initial work of this stage involves the interpreting of pictures

and the relating of experiences in terms of the pictures. The first pictures are concerned primarily with situations found in school life. They will assist in crystallizing the ideas which the child obtained in the preceding periods or stages. The later pictures are concerned with such familiar situations as the interior of a grocery store, the railroad station, the farm, the beach, etc. The wide diversity of these pictures assures the child's study of situations which are familiar to him.

In the second unit of this stage, the child obtains experience in studying well-unified and continuous stories in pictures in which his own narrative, the teacher's narrative, and the pictures work together. Pages 10 to 29 of *Beginning Days* are used for the purpose of making a definite introduction to a continuous story largely told in pictures. One picture in this phase of work is only a part of the whole. The child learns to begin at the beginning of the story and to continue studying the pictures in sequence in order to understand the action of the story. The last picture does not fully complete the story, and the child is asked to anticipate the end — a skill found highly important in the reading readiness program. The second story in this division of *Beginning Days* is longer, more complex, and does not suggest the final outcome so fully as before.

Following this work, the child is introduced to stories told by both pictures and printed words. The child studies and interprets the pictures on the several pages of this story consecutively, getting further experience in developing his interest and ability to deal with the story. At the same time the child is shown how a story is enriched by the printed material. He is now introduced to additional basic mechanics of reading, such as moving the eyes across the line from left to right. The fact that a sentence conveys an idea and that it is made up of a series of distinct words is demonstrated by the teacher. At this stage no effort is made to teach the child to read a line or to recognize any particular word. He is introduced to the general form of certain essential techniques of reading, but is not required to learn any words or do any actual reading.

After this (and before the child is introduced to actual reading) the teacher may administer the Reading Readiness Tests found on

pages i to vi in the Primer Preparatory Book. These standardized tests will indicate to the teacher whether or not the child is ready to read. In the event that he is not, they will suggest the type of further help which he needs before undertaking reading. Directions for administering these tests and interpreting results are given in the Teacher's Specific Manual for the primer period.

Following this work the child reads the picture story in the Pre-Primer, *Off We Go*. These pages serve to introduce the important characters, and they form a transition from the activities of the reading readiness period to the process of actual reading.

Actual reading under careful teacher guidance

After reading the picture story in *Off We Go*, the child is ready to take up actual reading. At this point he has been introduced to such fundamental reading techniques as starting at the beginning and progressing steadily along the line from left to right and shifting from one line to another from the top to the bottom of the page of text. He is aware that a sentence conveys an idea and that it is made up of a series of distinct words. He has been introduced to the various characters about whom he is to read and has learned their names. The complexities of the first reading experience have thus been materially reduced so that the child can proceed successfully under careful guidance to read the story. At this stage the teacher should work with small groups so that she is free to supervise, help, and instruct as needed. (For detailed suggestions in the presentation of the stories in *Off We Go*, see the Teacher's Specific Manual for the pre-primer period.)

Reading with occasional teacher guidance

In the next stage the child attempts to read the stories silently in his Pre-Primer with help from the teacher. The selections offered for this purpose are extremely easy, both from the standpoint of mechanics and vocabulary. The pictures tend to make the action clear; and the stories are closely connected in thought with the preceding ones so that the child is helped by the familiar context. The teacher preferably works with small groups of children so that

as the children attempt to read, she is able to give assistance promptly when it is required.

Introduction to simple work-type exercises

It should be noted that the reading described above has been confined exclusively to extremely simple stories. The child has read entirely for pleasure, and has become acquainted with only one type of reading. In this next stage the child secures his first experience with work-type material and with other purposes for reading. These materials appear on pages 49 to 64 in *Off We Go*. The exercises are based upon the content of the preceding stories and, with the exception of the words *which*, *a*, and *right*, contain no new words. The exercises are conducted as a co-operative oral activity. The discussion of the exercises frequently leads the child to reread selections in the early part of *Off We Go*. Thus, he gets an early experience in rereading to answer a particular question.

Performed under the teacher's supervision, this work-type reading not only demonstrates other types of reading and other purposes of reading, but forms a carefully supervised introduction to independent work in preparatory activities.

Introduction to preparatory activities

In this stage the child is introduced to the preparatory activities (either in the Preparatory Book or in the preparatory exercises suggested in the Manual for classes without preparatory books) to be used with the Primer, *Jim and Judy*. It will be noted that in the preceding stage the child was not required to deal with new words in the work-type exercises. With this introduction he is now ready to take up the Preparatory Book and learn how to use the exercises as means of learning to recognize new words, and to prepare himself for reading a story in *Jim and Judy*.

In the child's first experiences with the Preparatory Book material or suggested preparatory activities, very simple types of exercises are introduced, and considerable supervision is given by the teacher. The introductory activities at this stage contain no new vocabulary. It is important that the child become accustomed to the use of pre-

paratory exercises before the problem is further complicated by the introduction of new words. As the child grows in skill, he will be able to work more and more independently during the preparatory periods. More complex types of exercises are then introduced. Thus, the teacher's supervision is reduced to a minimum throughout.

Actual reading without teacher assistance

At this stage, having prepared himself through the Preparatory Book or the preparatory activities, the child reads the first story in the Primer, *Jim and Judy*. Having encountered the vocabulary of this selection several times in the Preparatory Book, the child now attempts to read an entirely new selection, although composed of familiar words. The story should be read silently before any discussion and with as much help as may be necessary from the teacher. The fact cannot be stressed too strongly that the child should read the selection in the Primer silently before attempting oral reading or discussion of the story.

As the child proceeds with the various materials of *The New Work-Play Books*, the plan of procedure remains the same as that described above. During the primary unit the child works on definite, prescribed amounts of preparatory material before undertaking the work of the Reader. All preparatory materials, throughout the first three grades, are so arranged and constructed that the child is adequately prepared in vocabulary and reading skills before he encounters them in his Reader.

The fact that the child grows in skill in his ability to read does not eliminate the need for careful preparation prior to the reading in the Reader. It is important at all stages in the primary grades that the child be prepared either through Preparatory Book work, or the alternative, preparatory activities, for the corresponding Reader selections.

Reviewing and testing

When the child reaches the end of the first chapter or unit in *Jim and Judy*, he encounters for the first time systematic exercises in review of what he has learned and tests of his attainments. These

tests, described in greater detail elsewhere, are found in the Preparatory Books. Suggestions are made for other review exercises and tests for classes that are not provided with Primer Preparatory Books.

The Preparatory Books of *The New Work-Play Books* offer from time to time various types of testing materials. These tests, both of mastery of vocabulary and mastery of other reading skills, have been carefully arranged and constructed so as to give the teacher the best possible knowledge of the child's progress and his possible weaknesses. It is suggested, therefore, that the teacher study carefully each child's performance on the various tests and plan future work in the light of her diagnosis.

The teacher may find it useful also to give various accepted standardized tests, such as the *Gates Primary Reading Test* and the *Gates Silent Reading Tests for Grades 3 to 8*, both of which may be obtained from the Bureau of Publications, Teachers College, New York City.

Wide reading in books other than basic materials

When the child has become accustomed to the techniques of attacking new words and has developed the basal reading skills, he should be stimulated to read many additional books. In the early periods of reading, however, the vocabulary loads of such material may defeat the child's purpose and may cause him to feel that he has failed. Consequently, it is necessary to provide reading materials with relatively few new words to provide intermediate steps to the reading of more difficult and complex supplementary materials.

The Unit Readers have been developed as supplementary equipment which provide for enrichment in experience without undue vocabulary difficulty. There is a Unit Reader constructed for use after the child has read each unit of the basic reading materials in the first grade. They are so constructed as to give adequate review and further practice in reading the vocabulary introduced in the corresponding unit of the Reader, to enrich the child's experience along the lines of the general topic taken up in the corresponding unit, and to give the child some experience in working out a limited number of new words from the context.

Through the controlled introduction of required skills and vocabulary, the child is enabled to interpret reading materials without difficulty, and by the introduction of skills and vocabulary as they are required for his use, he is able to grow in experience through reading.

As the child becomes more mature and more skilled in the reading processes, the Unit Readers serve not only as an end in themselves, but also as a "springboard" to the more generalized types of reading to which the child should be introduced, particularly in the second and third grades. Thus the Unit Readers promote reading ability and give additional practice and enrichment as well as introduce the child to much of the recreatory and content material upon which he will concentrate more fully in the later grades.

CHAPTER III

METHODS OF DEVELOPING CERTAIN FUNDAMENTAL SKILLS

If children are to learn to meet the many needs for reading in the world of today with keen enjoyment and high efficiency, they must acquire certain interests and abilities. It is the purpose of this chapter to explain the ways in which these interests and abilities are developed in the primary unit of *The New Work-Play Books*, and to offer to the teacher certain suggestions for guiding the child's learning and development.

These explanations and suggestions will be presented under the following topics, which the teacher will find indicative of the interests and skills to be acquired:

1. Developing ability to survey words and sentences from left to right.
2. Developing skillful independent recognition of words.
3. Developing growing interest and ability in oral reading.
4. Developing interest in varied and desirable types of silent reading.
5. Developing appreciation of poetry.
6. Introducing, enriching, and reviewing basic vocabulary.
7. Developing growing ability to "phrase" and to read by "thought units."
8. Using and re-using the Preparatory Books.
9. Using the Reader without the Preparatory Book.
10. Classifying and grouping the children.
11. Developing the optimum speed in silent reading.
12. Improving accuracy of comprehension.
13. Improving the level or power of comprehension.

While it is true that certain aims and standards should be set up for each year's work, the teacher should keep in mind that many of the skills and abilities and the methods of developing them, to be dis-

cussed under the headings given above, should be developed according to the child's maturity and progress. Each skill should be developed as and to the extent that it is needed. The developing of ability is without value if the time for its use has passed, and efficiency in the skill is lost if it is introduced in an isolated form when no need for its mastery exists. To develop a particular ability beyond practical needs is more than a waste of time and effort, for often overdevelopment may distort the mastery of the reading process. The teacher should keep in mind that the optimum amount of ability is very likely to vary from stage to stage. Sufficient ability in any of the reading skills for the first-year period may not be sufficient for the needs of the child who has progressed to the third-year period.

Some of the skills and abilities to be discussed should be developed simultaneously. However, there must not be introduced at any one time more abilities than the child can acquire.

The teacher should keep in mind also that although the above topics are discussed with respect to the grade placement, it is not to be inferred that previously presented abilities are to be discarded. An ability or skill, once introduced, must be kept alive and must grow at a desirable rate by later exercises at properly spaced intervals.

Abilities and skills, whether introduced simultaneously with others or subsequent to them, must be properly fused with these abilities to form a harmonious total mastery of reading. Ability to read well is not the result of a hundred isolated skills. It is a unified activity.

To introduce each ability at the best time, in the simplest and most helpful manner, to keep it growing at the most desirable rate, and in the form which enables it to harmonize with rather than conflict with other abilities represent the goals toward which *The New Work-Play Books* have been constantly directed.

First-Year Program

1. SURVEYING WORDS AND SENTENCES FROM LEFT TO RIGHT

Perceptual orientation

Experiments in the last decade have indicated that many difficulties in learning to read are due to the child's failure to learn to

read words and sentences consistently from left to right. Although many children master the left-to-right direction in reading a sentence, they may not discover that individual words, to be correctly recognized, should be inspected from left to right. This latter skill seems to cause more difficulty than the former. Studies have shown that many children tend to analyze and inspect a word without regard for the arrangement and sequence of sounds and letters. Children, in attempting to pry the secret of its meaning from the printed form, tend to analyze the word as they might a picture. Unless care is taken in teaching the child to survey words from left to right, errors in word inspection persist over long periods of time and cause extreme difficulty in reading. Children who have not mastered the left-to-right direction of word perception tend to make complete reversal errors, such as *was* for *saw*, *now* for *won*; partial reversal errors, such as *on* for *now* and *as* for *saw*; or errors that appear to be wild guesses, based upon a clear perception of one part of the word only. One of the important tasks of early instruction in reading, therefore, is to teach the child to read words as well as sentences from left to right.

Specific attention is given during the first-year program in *The New Work-Play Books* to this problem of developing proper orientation. Orientation activities are conducted with the pre-reading book, *Beginning Days*, and others are suggested for classes not supplied with *Beginning Days*. The orientation activities suggested provide ample opportunity for the teacher to demonstrate how sentences are to be read and how words are to be examined. Thus, even before the child is able to read in the true sense, it is possible to initiate the ability of inspecting words and sentences from left to right, and the child becomes familiar with the proper direction of eye movement before actual experience in reading.

Methods of developing perceptual orientation

Demonstration of correct eye direction. The teacher should demonstrate fully, carefully, and frequently how the eyes should move along the line of text, and, because of the difficulty involved, demonstrate equally carefully how the eyes move along a word. This demonstra-

tion may be made with materials on the blackboard or a chart prepared by the teacher or dictated by the children, or with reading materials in the child's book. A pointer or ruler may be used as a guide for the child's eye to follow while either the child or the teacher reads the material. The pointer should be moved under the word, hesitating at first *shortly* under each word. Soon the pointer should be moved in a continuous sweep across a small group of words, and then across entire lines of text.

The teacher should be extremely careful when making demonstrations of correct eye direction. She must hesitate *only an instant* under the individual words so that the child will not develop the habit of pointing to words. Such a habit, if permitted to develop, is difficult to break and prevents the child's acquiring speed and fluency in either oral or silent reading.

When working with various parts of a word, such as the phonetic elements, syllables, rhyming elements, and so on, the teacher must be very careful never to point to the end of the word first. She should start at the beginning of the word and move over to the following part of the word under consideration. In all work dealing with sounds and word recognition, the teacher must exercise extreme care in calling attention to the elements in their correct order.

Alphabetizing materials. The dictionary cards provided in the Preparatory Books may be used in arranging words alphabetically or in making up individual dictionaries. This work is valuable not only because of its primary purpose of forming lasting reference material. Its use will induce the child to look at the word from left to right and to look at the beginning of the word first. Studying words to place them correctly in an alphabetic list to form reference material for *definite, practical purposes* has value. The child is helped to form the correct habits of observing and analyzing words.

Writing, printing, and typewriting. Children who have particular difficulty with left-to-right observation of words or sentences may be helped by being given special assignments in writing, printing, or typewriting materials. The very nature of these activities, when part of a meaningful activity, forces the child to observe and create words in the left-to-right direction, since, when words are produced

in any of these ways, it is necessary to start at the left and move toward the right.

The teacher may use the technique of tracing words with the finger or pencil to make a rough outline of the word. In some instances she may wish to place a piece of tissue paper over a word and have the child trace it with a pencil. Although the value of these exercises is the same as that of writing, printing, or typewriting, they are of less interest to the child, and consequently productive of less valuable results.

Games and special exercises. A variety of games and special exercises may be used in cases where reversal tendencies or confused and inconsistent methods of word observation persist despite all demonstrations made by the teacher. Games similar to anagrams often serve to induce the child to observe the word in the left-to-right direction. On cards may be placed words, in each of which the initial letter is printed in green and the final letter in red. The child may be taught "to go" at green and "to stop" at red. Sentences may be composed in which the reversible words are used. The child may be asked to read these sentences carefully and to determine where they differ. The teacher can then demonstrate how mistaking one word for another may be avoided by observing each word carefully from left to right.

Differences between words often mistaken for each other can be brought out clearly by superimposing one word, printed on transparent paper, upon the other word. In this way the obvious difference can be shown.

The last two types of exercises described above should not be used in the early stages of reading, however, since there is danger in that period of confusing the child. They should not be used unless the reversal tendencies persist and the child is apparently unresponsive to other methods of teaching orderly, consistent habits of reading. For many children, the direction of word-attack will be easily learned through the teacher's careful work and frequent demonstrations of correct eye movement.

Additional suggestions will be found in *The Improvement of Reading (Revised)*, by Arthur I. Gates, Macmillan, 1935, pages 331-371.

2. SKILLFUL INDEPENDENT RECOGNITION OF WORDS

Word-recognition abilities to be developed

To be an efficient independent reader the child must acquire the following essential skills in word recognition:

1. Ability to read new words when they are introduced.
2. Ability to work out efficiently the full recognition or pronunciation of words which have not been recognized instantly as the child is reading.
3. Ability to recognize previously studied words with increasing ease, speed, and accuracy during reading.

In planning a program to develop these essential skills, great care must be used so that the methods for developing them will not conflict with one another. The child must be given a variety of skills which harmonize with one another and which he learns to use to the extent and at the time of most usefulness.

Main principles in a word recognition program

There are certain fundamental principles which should be followed in planning a program of word recognition.

The child must acquire the habit of reacting attentively to words. Many children fail to master words because they respond to them in a superficial way. In *The New Work-Play Books* words are introduced and used in various patterns and ways especially designed to secure active, vigorous responses.

The child must quickly acquire as a persistent skill the habit of reading from left to right, as previously discussed. The child should acquire the habit of comparing words critically, noting similarities and differences. Through this skill the child is assisted in learning to note the outstanding features of words which make their recognition easy and most efficient.

The child must develop the habit of discovering and seeing the most significant, useful aspects of words, and the different parts of the words which are of greater assistance in recognizing a word than other less important parts. *The New Work-Play Books* contain a series of exercises whose purpose is to bring out more and more the parts to which the child should attend carefully.

When a child encounters an unfamiliar word, he should first attempt to analyze it visually. In other words, he should look at it from left to right and try to find the parts or features which will help him to recognize it. When visual study is not sufficient and it becomes necessary for the child to hear the word parts, it is, nevertheless, still necessary for him to see separately the parts of the word which represent sounds before he can think of or reproduce the sounds represented by the printed word. He cannot speak the sounds of the phonograms, syllables, or letters in a word until he has seen them in the word. It is important, therefore, to help the child learn how to detect the parts that will be useful for recognition and for sound units as well. In *The New Work-Play Books* careful provision has been made for the development of skill in making visual analysis prior to oral analysis. The child's habits of visual analysis, as developed in *The New Work-Play Books*, are so directed as to promote the visual isolation of word parts which can be sounded and which form common sound units.

As an aid in helping the child to reach the stage of ability to give the sounds which correspond to the part of the word which he sees, a program of ear training should be begun early in the first year and should be continued until the child is ready to make efficient phonetic analyses.

In order to make these analyses, the child must be aware of the fact that most words can be broken up into distinct sounds. In addition, he must also be familiar with a wide number of these sounds. As the teacher will readily see, the extent of the child's ability to discriminate between sounds is indicative in part of the child's readiness to read.

The activities introduced to improve word perception and word analysis should be conducted with word forms which are known to the child and with words which have already been introduced in the basic reading material. The learning experience should be a process of refining and improving the perception of words already introduced.

In assisting the child to detect the features of words which lead to their rapid recognition and differentiation, the teacher should direct his attention to those features which occur most frequently in the

reading materials of the child's maturity level. It is not important for the child to master word parts unless efficient recognition of those parts is necessary to promote successful reading. Consequently, a careful selection of word features and parts to be presented at each maturity level must be made.

In order that word recognition habits will be efficient, word elements should be introduced in words and not in isolation. It is more helpful and productive for the child to find elements in words which he knows than to have him examine word elements when each is introduced by itself in a formal exercise.

In learning to think out the pronunciation and meaning of a word that cannot be recognized at a glance, the child should carry on most word recognition activities when the word is in a context which gives it meaning. It is important that the child learn to use word form clues and meaning or context clues simultaneously.

When a child enters school, he is well accustomed to using the context of oral sentences to recognize the individual words in the sentences spoken to him. He has already definite skill in using meaning in recognizing particular spoken words. There is a constant danger of the child's failure to use this important skill if word study is carried on largely with isolated words. It is of the first importance that the child learn to use clues from the appearance of the word and clues from the meaningful use of the word simultaneously. Exercises for improving word recognition in *The New Work-Play Books* are carefully incorporated in meaningful sentences and phrases to the end that word analysis becomes an integral part of a larger total activity in which the meaningful recognition of words is the fundamental problem.

For further study of the problems of word recognition the teacher is referred to *The Teaching of Reading: A Second Report, The Thirty-Sixth Year Book of the National Society for the Study of Education*, Public School Publishing Company, Bloomington, Illinois, 1937; Arthur I. Gates, *The Improvement of Reading (Revised)*, The Macmillan Company; David H. Russell and others, *Reading Aids Through the Grades*, Bureau of Publications, Teachers College, New York City, 1938.

Word-analysis program in the first year

In *The New-Work Play Books* a carefully organized and graded program of word analysis has been planned, which gradually and efficiently expands as the child's more mature needs demand greater skill in word analysis.

The first step of the work consists in various experiences in the discrimination of and use of the sounds of total words presented in the reading readiness program. Various activities are suggested to assist the child in realizing that total words are composed of distinct and distinguishable sound parts. Other activities develop in the child some sense of the nature of the general visual forms of the words. These types of work are continued throughout the pre-primer period.

In the primer period the child's attention is definitely drawn to the initial sounds of words. In *The New Work-Play Books* is provided a number of exercises in which, while working with particular words, the child gives special attention to initial sounds. At this point no effort is made to instruct the child in the letters which represent the sounds. The problem is merely to develop gradually in the child the sense of initial sounds of words and to indicate to him in a general way that these sounds are represented by the first part of the word. Emphasis on initial sounds at this early point in the program helps the child to develop the habit of beginning consistently at the first part of the word and moving toward its end.

In the next stage of the work of the primer period, the child's attention is more definitely drawn to the initial letters of the words. This is the first stage in developing "phonic" ability. In this stage the child is learning that certain words begin with the same initial letter and, furthermore, that this initial letter usually has a characteristic sound. (The teacher should note the continual stress in the early work in phonetics on the beginnings of words. This stress assists her in developing correct perceptual orientation.)

The next stage in the program of word analysis usually occurs early in the first-reader period. Here initial letter combinations, or phonograms, are introduced while work with single initial letters is continued. The initial phonograms selected are those which are

easily perceived and those which most frequently appear in *The New Work-Play Books* and in the common supplementary reading materials for this level. Since it is most difficult for the child to perceive and sound both final and medial phonograms, they are not introduced until he is more advanced in perceptual orientation and in habits of word-attack.

During this period the child's attention is drawn to the features of words most helpful in word recognition. He is introduced to the advantage of examining words in order to find similar elements or small words. In all cases, both the word which the child studies and the little word which he finds are familiar to him. It is the policy of *The New Work-Play Books* to use only familiar words in all aspects of the word-analysis program of the first year. For the teacher's convenience the particular elements introduced and suggested for the first year's work are listed herewith:

1. The initial sounds of *h, t, c, o, s, b, r, p, j*.
2. The letters and sounds of *h, l, b, c, m, f, s, t, r, p, w, g, d, n, k, j, v*.
3. The phonograms *gr, st, wh, th* (as in *them*), *tr, ing, er, cl, an, ill, ay*, final *y, pl, ed, at, ee* (as in *sleep*), *ow* (as in *snow*), *ow* (as in *cow*), *ake, sh, all, en, ar* (as in *car*), *et, br, un* (as in *fun*).

3. DEVELOPING GROWING INTEREST AND ABILITY IN ORAL READING

Importance of oral reading

In the modern world ability to speak and read well orally is of growing importance. The increasing use of radios and the appearance of public forums, the increasing interest in the drama, the use of conversational methods in school, all point to the need of developing oral ability for use in life situations. The foundations of interest and ability in oral activities must be developed in the early grades. It is, therefore, important that the child be provided with abundant opportunities for such activities; but it is equally important, however, that certain situations be avoided — situations which may be detrimental to the development of ability in silent reading.

Foundations for oral activities

In arranging work in the oral activities, the teacher must consider as the first stage development of the ability to talk without embarrassment to a group. A foundation for good oral reading should be begun through an early, enjoyable, and educative group of experiences in speaking, telling stories, and discussing problems and plans before and during the early stages of reading.

The teacher's most important problem is to accustom the child to talk with other children, with the teacher, to a small group, and to the class as a whole with perfect confidence and complete absence of tension or embarrassment. In the case of a timid child, the teacher will probably find it advisable to have him talk with her and then to two children, or perhaps only one child. These initial oral activities should involve children who are the timid child's particular friends and playmates. Gradually the size of the group with whom the timid child speaks may be increased. However, the teacher must be extremely careful about forcing the child to talk before any audience which, because of its size, character, or attitudes, might embarrass him. Unless the child advances happily toward participation in oral activities, he cannot be expected to grow in fluency, ease, and charm in oral activities.

After the child has shown interest and definite ability in the basic oral activities, the first oral reading experience may then, and not before then, be introduced. The first oral reading should employ material that the child has already read silently a sufficient number of times so that he is able to read it fluently and skillfully. It is essential that the first experience in oral reading be a pleasant one and that any unfortunate happening be avoided. This is probably best accomplished by having the child first read orally to the teacher without any other audience. Gradually other children may be added to the listeners.

Oral reading of sight materials

Only when the child has acquired considerable ability to read familiar material with obvious zest and independence should the teacher encourage the child to read at sight in supplementary ma-

terials. Sight reading in the early years should be used only with materials which contain no or few new words. The review stories of the First Reader and the materials in the Unit Readers are particularly suitable for this purpose.

It is important that the teacher realize that sight reading is a much more difficult task than oral reading of familiar material or than speaking extemporaneously. When a child attempts to read aloud a selection which he has not read before, he is presented with a group of complex problems. If there is more than a minimum of unfamiliar words, he is faced with a mass of puzzling sentences, the meaning of which he is unable to get until he has read each word, one at a time, working out pronunciation and meaning as he reads. Since he does not know the thought of the sentence until he has nearly completed its reading, it is practically impossible for him to give the sentence effective expression and interpretation.

The task of sight reading is further complicated by the fact that the child, being largely occupied with the problem of recognizing individual words, is likely to forget some of the words and ideas which he has just read. Moreover, when a child is reading orally, he is bound to be somewhat concerned about his posture, the way he holds his book, how he looks, and so on. He is apt to feel somewhat tense and nervous when appearing before other children. This nervous condition is due to the fact that the child has a number of different things to concern himself with at the same time, and in most of these cases he is quite inexperienced. When the problem is further complicated by the occurrence of many unfamiliar words, he is likely to become emotionally tense and often entirely confused. After a few unhappy experiences in oral reading, the child may be quite unable to appear before any group, even in later years, without distress.

If, however, a careful preliminary program is worked out in which the child becomes more and more at ease before a group and becomes increasingly interested in oral activities, and if, in addition, materials for sight reading during the early years contain few unfamiliar words, the child can give his full attention to the expression of his interpretation of the materials, and will enjoy the experience.

As the child grows in ability and confidence, he may gradually attempt to read at sight more difficult material. The teacher should, however, be extremely careful about forcing the child. She should remember that whether the child is using simple or complex material for sight reading, it is advisable to have him glance over the selection before reading it aloud. If he feels that he may encounter too many difficulties, he should receive some help from the teacher. If he feels that he can handle the material satisfactorily, he may do so. By glancing over the material before reading, the child gains confidence and assurance before facing his audience.

The teacher may find that some children can read at sight only if they read very slowly. Should this occur, the teacher should not be unduly concerned. Nothing is to be gained by rushing the child. On the contrary, his growth in reading ability may be seriously retarded and his social adjustment radically hampered.

Principles of oral reading development

In connection with oral reading during the first year the teacher should keep in mind the following cautions:

1. The teacher should not make the child's errors in oral reading the occasion of publicly correcting difficulties in articulation. Any suggestions she may wish to offer should be made privately and during some other period.

2. The teacher should make no suggestions or criticisms either publicly or privately as to the child's posture and general appearance until the child has reached a stage of confidence and poise. Usually poise itself results in overcoming these problems, since they are themselves signs of tension. To criticize them serves only to increase the tension.

3. During the early periods of oral reading the child is apt to ignore punctuation, and consequently he does not give to the material the most satisfactory expression. The teacher should not be unduly concerned about such failures. Basing expression and interpretation to some extent upon punctuation is a relatively advanced skill, and the young child must not be expected to make these more subtle interpretations.

4. The teacher should refrain from attempting to speed up the child's oral reading in the early stages. A high rate of reading of any material cannot be achieved until the child is well advanced in mastery of the mechanics of reading and has a large reading vocabulary. It is extremely dangerous to attempt to increase the rate of reading in the early period. To carry a child beyond his actual rate may, in the early period of learning to read, result only in confusion and loss of skill.

5. The teacher should be careful not to let the child remain "stalled" on a word, even though this may be a word which he should recognize without difficulty. Failure to recognize a familiar word is often the result of emotional tension. Consequently, the teacher should prompt the child immediately in as unobtrusive a manner as possible.

6. The teacher should avoid the practice of having the children in the class follow silently in the book the selection which the child is reading orally. The listeners are apt to detect the reader's errors and are likely to point them out. The child becomes aware of this possibility and grows more tense. Even if he makes no errors, he may be in constant fear of the embarrassment that will result if he does. The teacher should remember that oral reading presupposes an audience. If the audience is reading, there is no true audience situation.

7. The teacher should be cautious about having the audience pass judgment on the child's oral reading. Despite the fact that in some cases this device apparently works well, it is a dangerous practice. Even adult speakers find this a very trying experience. To young children, it is often more disturbing than appears on the surface. Since the gains that may result from such a practice are far overshadowed by the dangers, it is recommended that the practice be entirely avoided. The teacher should keep in mind that it is most inadvisable to embarrass a child in any way, whether it be in oral reading or some other phase of the school work.

8. During the early years it is probably advisable, when the teacher wishes to present poetry, to read it aloud herself. The oral reading of poetry offers especially intricate problems to the child. Its intri-

cacy is due to its complex structure, its commonly inverted order, and the abstract forms in which the ideas are expressed. Later, when the child has grasped the forms and structure of poetry, the rhythm and rhyme are easy, and poetry becomes enjoyable. It is not to be inferred from the above that the child is never to read poetry. The teacher, however, will probably find it wise to make sure that he has had extensive and varied experience in oral reading before asking him to attempt to read poetry either after silent reading or at sight.

9. Choral reading, or reading in concert, has merit when skillfully handled. Experts in speech particularly recommend this type of reading for children who have difficulty in articulation, phrasing, or timing. Since choral reading is a group enterprise, minor errors by the individual child are concealed from his fellows, and he is carried along by the group into pleasing oral activities quite devoid of embarrassment or tension.

With respect to all oral activities, it should be emphasized again that in the early stages suave, skillful rendition is neither necessary nor to be expected. Most of the desirable features of good oral reading are primarily the results of calmness and confidence before an audience. A high, strained voice, staccato expression, hurrying unduly, or slowing up radically, twisting and squirming are themselves direct consequences of emotional tension and embarrassment. Once the tension and embarrassment are removed, the child can and will read naturally and pleasantly. The teacher should present the child with ample opportunities for pleasing oral activities and rest assured that increasing maturity will result in the final achievement of the desired objectives.

4. DEVELOPING INTEREST IN VARIED AND DESIRABLE TYPES OF SILENT READING

Importance of silent reading

It is hardly necessary to stress the importance of silent reading and its application to life situations. Much of school life and later life requires skillful ability in silent reading. It is important, therefore, that the basic reading materials equip the child fully for recreational and work-type silent reading and that they demonstrate to

him the particular values and purposes of various types of silent reading. In work-type reading the child must eventually become aware of the fact that silent reading is a tool of many uses and forms. He must be able to select the kind of silent reading which most admirably serves his particular purpose and he must become skillful in the types of silent reading which will serve him best.

Provision for recreatory silent reading

In *The New Work-Play Books* ample provision has been made for both oral and silent recreatory reading. It is important that neither be stressed to the point that the other is ignored. Through the use of the preparatory activities of *The New Work-Play Books*, the child is introduced to the new vocabulary, trained to the extent necessary in word analysis, and becomes versed in the solution of other reading problems prior to reading in his Reader. It is apparent, therefore, that ample provision is made for free reading of recreational material in the corresponding Reader.

In addition, in *The New Work-Play Books* there is a large amount of reading material which, although high in interest, is extremely easy in form, style, vocabulary, and content. When the child is reading, he is not, therefore, interrupted and worried about problems of form and construction before he is sufficiently mature to solve these problems at a glance.

A third important feature of *The New Work-Play Books* is the ample provision made for the child to express ideas obtained in silent reading in a variety of enriching ways. Incentives are provided to encourage him to discuss what he has read, to tell related experiences, to express himself through artistic expression, dramatization, etc.

Provision for work-type silent reading

There are definite skills and abilities which the child will need for work-type reading. In *The New Work-Play Books* these are presented in a graded plan so that such skills and abilities are introduced only to the extent to which they are needed and only as the child is sufficiently mature to grasp them. Exercises are given in detail in the preparatory work which result in the development of the necessary

skills and abilities. Due to the practical incentives involved in each type of work-type reading, the necessary skills assume meaning, and the child becomes conscious of the functions and the values of the various types of silent reading in the solution of his problems.

General provisions

It will be seen in *The New Work-Play Books* that careful attention has been given to the selection and arrangement of material for silent reading so that they lead naturally to various correlating and enriching activities which, in turn, provide additional stimulation for reading.

The New Work-Play Books are also designed to introduce the child to outstanding examples of the more important types of literature. The child is thus not only enabled to read these materials with enjoyment, but his appetite is sharpened for more materials of the same quality and type. One of the main purposes of *The New Work-Play Books* is to induce the child to read widely in various fields of literature. To this end not only the basic materials and Unit Readers are provided, but carefully selected lists of books are presented to the teacher in the Manuals. These suggested books cover a wide range of levels of difficulty and interest so that there will be additional enriching reading, appropriate for children of all levels of ability, on each broad center of interest of the basic material.

The teacher should provide as many of these books as possible and should make provision for a free reading period each day. In the early stages she may find it necessary to guide the child to some extent so that he will not select books which are beyond his ability and which might, as a result, cause him to fail. It is important that the child should not fail, for one of the fundamental aims of the free reading period is to encourage him, through his enjoyment, to wider and deeper reading. The teacher should keep in mind the fact that continuing mastery of skills and abilities in reading and continuing growth in interest make the child efficient and interested in wide reading. The child should be provided with material for such reading, or else one of the aims of the teaching of reading is automatically destroyed.

5. DEVELOPING APPRECIATION OF POETRY

Presentation of poetry

The young child usually gets more enjoyment from hearing poetry read to him than from attempting to read it himself, because poetry is extremely difficult for a young child to read. As discussed before, this difficulty is largely due to the complex characteristics of poetry. Moreover, poetry tends to include unusual words, word-forms, and other constructions which are not the best choice for mastery as a basic vocabulary in the primary grades.

For these reasons the reading materials for the first-year program include but one simple poem which the child can read easily and which gives him a first taste of poetry and its visual forms. It is not to be inferred from the above that poetry is not recommended for the first-year level. On the contrary, extensive use of poetry and rhythmic materials is highly recommended. The teacher will find references in the Manual to many poems suitable for the various levels.

6. CLASSIFYING AND GROUPING THE CHILDREN

Wide range of ability

All teachers will find a considerable range of ability in their classes. The teacher may properly raise the question whether to try to conduct her instruction for the class as a whole, or to make the work entirely individual. *The New Work-Play Books* are of such a character that the plan intermediate between the two extremes is the most feasible one. Many of the activities can be carried on by the teacher with the class as a whole, while others are best conducted with small groups. Because of the great variation among classes in size, general competence, provision for special classroom equipment, foreign language problems, etc., it is inadvisable to recommend to the teacher any one fixed way of subdividing the class. This is a matter for the individual teachers to decide to meet their own needs.

Basis of classification

In the very early part of the Pre-Primer period, it is probably advisable that the teacher handle the class as a single unit. The

necessary grouping and classification may be made after she has administered the reading readiness tests contained in the Primer Preparatory Book of *The New Work-Play Books*. Full directions for the interpretation of the results of these tests are included in the Manual which accompanies the Primer, *Jim and Judy*. Here also are contained suggestions as to grouping in accordance with the average percentile score levels.

7. USING THE PREPARATORY BOOK

Teacher supervision

In the first-year program the children in most cases, do not as yet have the necessary basic vocabulary to be able to read complete and detailed instructions in the use of the individual Preparatory Book pages. For this reason the teacher will find, for each exercise, a part of the page addressed to herself, where she is informed of the necessary techniques involved in the particular exercises and the best methods of using the material. During the early periods of the work of the Preparatory Book fairly constant teacher supervision may be needed. The teacher will note, however, that several distinct types of exercises have been used to the end that once the child has mastered, under the teacher's direction, the techniques of the individual exercises, he is able to forge ahead almost independently when he encounters that type of exercise again.

Teacher suggestions

The teacher will find complete and detailed discussion of the various exercises involved for the first-year program in the Manual specifically designed for the individual Reader. Preparatory activities are often made more interesting and educative by instruction, discussion, and guidance provided by the teacher following the suggestions in the Specific Manuals. The teacher may often suggest to the children various follow-up activities and may provide additional experiences when needed by the slower learners.

8. RE-USING THE PREPARATORY BOOK

One of the best methods of providing additional reading and word-study is to interest the child in making repeated use of the Prepara-

tory Book materials after they have served their more immediate purposes. The teacher may discuss with the children some project by which they can use the words, phrases, sentences, pictures, etc. This will suggest that the children reread the page. This reading of the completed material with a new purpose in mind is an excellent experience.

The following are suggestions of a few types of work which the children may carry on in re-using Preparatory Book material:

Labelling pictures. The children may cut out the pictures from the used pages, paste them on light cardboard, and under them place labels, descriptions, or little stories. After the children have completed the work, they may exchange their cards with one another and read them.

Making posters. A large picture may be cut from some magazine or poster and pasted on a large card. The children may then make up labels or stories, perhaps employing words, phrases, or sentences found in the used pages of the Preparatory Book.

Making a picture dictionary. Individual dictionaries may be made from the dictionary cards. These dictionary cards may be filed alphabetically, or may be pasted in alphabetical order in a blankbook. The teacher should accustom the children to using such dictionaries for reference purposes.

Making booklets. One of the most valuable projects is that of making illustrated story booklets. The children of the first year will probably have to make booklets that contain only two or three pictures. As their interest and skill increase, they may make up a continuous story of a dozen or more pages. The teacher may encourage the children to make a number of these booklets with which to build up a class library.

9. USING THE READER WITHOUT THE PREPARATORY BOOK

It is recommended that the Preparatory Book be used because of the saving in the teacher's time and the saving in the expense in preparing blackboard exercises, charts, mimeographed and hectographed materials, etc. In addition, the Preparatory Books provide illustrations and materials that the teacher might otherwise find only with some difficulty.

Although the use of the Preparatory Books is highly recommended, it is not essential to successful progress with *The New Work-Play Books*. If it is impossible to supply all the children with copies of the Preparatory Book for the Reader being studied, the teacher may find it possible to obtain a few copies. If this plan is used, the children may work together in carrying out the primary activities, or re-using the material extensively for further class experience. In this way responses can be made orally or in various other ways that will be obvious to the teacher.

If it is impossible to supply even a small group of Preparatory Books, the teacher should have at least one desk copy. The Specific Manuals for the individual Readers outline ways of duplicating many of the activities provided in the Preparatory Books and where this is not feasible, suggest an efficient alternate procedure and exercise. Thus, although the Preparatory Books are recommended as the most efficient and time-saving way of preparing the children to read, it is quite possible to prepare the children for reading successfully and in accordance with the tenets of the method of *The New Work-Play Books* by following the detailed procedures outlined in the individual Teachers' Manuals.

Second-Year Program

1. SURVEYING WORDS AND SENTENCES FROM LEFT TO RIGHT

Diagnosing difficulties in perceptual orientation

During the early part of the second year, the teacher should, if the children in her class are newcomers, be constantly on the alert for complete or partial reversal errors on the part of the children. She should watch carefully and determine whether each child has mastered the habit of orderly, consistent left-to-right attack upon sentences and words.

Development of correct perceptual orientation

If the teacher finds that certain of the children have not as yet mastered the technique of attacking words and sentences in a consistent left-to-right direction, she should undertake promptly a program of instruction in this very important aspect of reading. Through

the use of demonstration of correct eye direction, games, alphabetizing material, writing, printing, and typewriting, she will be able to correct faulty techniques of word-attack. The teacher will find specific suggestions for corrective methods on pages 33-35 of this Manual. It is important that if there is difficulty in perceptual orientation, corrective work be undertaken at once, otherwise the child will persist in his habit of indiscriminate word and sentence examination, which will ultimately cause extreme difficulty in reading.

2. DEVELOPING SKILLFUL INDEPENDENT RECOGNITION OF WORDS

Word-recognition abilities to be developed

During the second year the work in word recognition introduced in the first year is continued and developed to the end that various necessary abilities in word recognition may be acquired for efficient and independent reading. Among the most important of these abilities are the following:

1. Ability to learn to read new words as they are introduced.
2. Ability to work out the full recognition and pronunciation of words that cannot be recognized instantly at sight during the reading.
3. Ability to recognize previously studied words with increasing ease, speed, and accuracy during reading.

As pointed out in the work of the first-year program (see pages 32-51 of this Manual), these essential skills must be developed with great care lest methods be introduced which will conflict with one another rather than help one another. The child must be given a variety of skills which harmonize with one another and which he learns to use independently at the times when they are most useful.

Main principles in the word-analysis program

In order that the child may acquire the skills and abilities in word analysis necessary for successful reading, the following principles must be adhered to in a program of word analysis:

1. The child must acquire the habit of reacting attentively to words. The materials of *The New Work-Play Books* introduce and use words in various ways designed to secure active, vivid responses.

2. The child must develop a consistent habit of reading and examining words and sentences in a left-to-right direction. (The teacher is referred to the discussion of perceptual orientation on pages 32-35 of this Manual.)

3. The child should acquire the habit of comparing words with one another in order to note similarities and differences. By so doing he is helped to learn to note the features of words which make their recognition most easy.

4. The child must develop early in his reading career the habit of discovering and seeing the most significant and useful features and parts of words.

5. When an unfamiliar word is encountered, the visual analysis of the word form must precede the sounding of the word parts. Before a child can think of the sounds of the phonograms, syllables, or letters, he must see them in the word. It is, therefore, important to help the child learn how to detect the parts that will be useful for recognition and for sounding as well. In this way he becomes expert in seeing which word parts he can sound and blend in order to determine the pronunciation.

6. Visual analysis should, in general, be directed so as to isolate word parts which can be readily sounded. Practice with such common word parts leads the child to combine the letters of a word into easily sounded parts when analyzing words.

7. The program of ear training instituted in the work of the first year should be carried along to aid the child to reach a stage of ability to give sounds which correspond to parts of words which he sees. The child must not only know that most words can be broken up into various distinct sounds, but he must also become familiar with the number of these sounds. For this reason experiences in rhyming and blending, introduced in the first-year period, are carried forward during the work of the second year.

8. Activities introduced to improve word perception or analysis should be conducted with words which have already been introduced in the basal reading program and whose meanings are familiar.

9. The child's attention should be directed to word features and parts which appear most frequently in the vocabulary of the basic

materials and of the most widely used supplementary materials. Word elements should be introduced by leading the child to discover them in words and not in isolation.

10. It is important that analytical work with words be carried on simultaneously with other habits of word-attack. The child should learn to use word-form clues and meaning or context clues at the same time. Thus, it is important that the work in word analysis be carried on when words are in contexts that give them meaning. Phonogram and word-study drills that are based primarily on isolated phonograms or word forms are likely to lead the child to do artificial things and do not assure the child's reading the word. In *The New Work-Play Books* word analysis is a part of larger total activities in which the meaning and uses of the words are made prominent.

11. Various meaningful activities in grouping words for practical purposes are useful in increasing the child's insight into word forms and his familiarity with common word parts. Specific suggestions for this type of work are incorporated in the specific Manual for the second-year work.

12. The child should be encouraged to try to find familiar parts in words. The child may also be encouraged to make up a variety of exercises in rhymes, jingles, and sentences, which are excellent materials for word analysis. Details for excellent devices and games to be used in a word-analysis program can be found in *The Teaching of Reading, A Second Report: Thirty-Sixth Year Book of the Society for the Study of Education*, Public School Publishing Company, Bloomington, Illinois, 1937, pages 277-298; Arthur I. Gates, *The Improvement of Reading (Revised)*, The Macmillan Company, 1935, pages 226-329; David H. Russell and others, *Reading Aids through the Grades*, Bureau of Publications, Teachers College, New York, 1938.

Word elements for the second year

During the work of the first year a carefully graded program of word analysis was introduced. In the second year further practice is provided for the types of activities and word analysis introduced in the first-year program. (The teacher is referred to pages 39-40 of this Manual.) In the preparatory activities the phonograms,

initial letters, etc., of the first year's work are reviewed, and additional word elements are introduced.

The following phonetic elements, because of their frequent occurrence in the basic vocabulary for the second year and in common supplementary materials, have been suggested for work of the second year:

ch	kn	sp
fl	aw	op
be	ain (as in <i>train</i>)	ack
fr	ew	in and ine (and com-
ma	ai (as in <i>mail</i>)	parison of their
ot	ell	sounds)
ook	and	oo (as in <i>room</i> and
ight	sl	<i>wool</i> and compari-
it	ound	son of their sounds)
	air	bl

3. DEVELOPING GROWING INTEREST AND ABILITY IN ORAL READING

During the work of the second year the program in oral reading already instituted in the first year should be carefully and skillfully continued with reading materials suited to the child's maturity level. (For a full discussion of the methods of developing interest and ability in oral reading, the teacher is referred to the discussion of this subject in relation to the work of the first year, pages 40-45 of this Manual.) During the second year the child should become more and more skillful in his mastery of the many and complex problems of successful oral reading.

4. DEVELOPING INTEREST IN VARIED AND DESIRABLE TYPES OF SILENT READING

The New Work-Play Books provide materials and experiences for developing desirable types of recreational and work-type silent reading. Preparation is made in the Preparatory Books and in the preparatory activities for free reading of the Reader without interrup-

tion due to difficulties in word recognition. The materials of the Second Reader are not confined to any one type of literature, but provide choice examples of the most important kinds, thus giving the child wide experience in many kinds of literature and stimulating him to read widely.

The Preparatory Books and the preparatory activities provide for developing various important types of work habits and study-reading techniques. A carefully graded program in rereading, review reading, skimming, and selective reading is provided, both in the Reader and in the Preparatory Book.

The Manual designed to accompany the Second Reader gives detailed instructions for silent reading activities in connection with the Preparatory Books and the Reader, suggestions for supplementary reading and review reading, and other follow-up activities, such as oral reading, artistic, dramatic, and construction activities. (For further discussion of developing interest and ability in silent reading, both recreational and work-type, the teacher is referred to pages 45-47 of this Manual.)

5. DEVELOPING APPRECIATION OF POETRY

For the reasons discussed on page 48 of this Manual, it is recommended that the teacher read many poems to the children, rather than ask them to read poetry. As pointed out before, poetry tends to be difficult to read due to the use of unusual words, difficult constructions, inversions, etc. However, if the teacher introduces particular poems at the right moment and reads them well, she will have taken the most important step in developing a love for poetry in the child. If an informal method is employed, the child will enjoy hearing the poem repeated, and will attempt to say it himself. In some instances, choral work will be enjoyed. References to suitable poetry will be found in the specific Manual which accompanies the Reader.

6. INTRODUCING, ENRICHING, AND REVIEWING BASIC VOCABULARY

The Preparatory Books and the preparatory activities introduce each *new* word before it is used in the Reader. By a *new* word is meant one which was not previously used in the basal materials of

the first-year program of *The New Work-Play Books*. For introducing such new words a number of simple types of exercises have been employed. Each new word is introduced in an exercise in which the meaning is suggested by the content of the text and often by a picture. In the early work of the second year, particularly for children who may not have used the materials of *The New Work-Play Books* for the first year, the teacher may need to assist the children in recognizing these words. Suggestions for this work have been incorporated in the specific Manual which accompanies the Reader.

After each new word has been introduced, further experience in recognizing the word, reading it in context, and seeing it in various patterns is given. The use of the word in different contexts enlarges and enriches its meaning, and a variety of uses maintains the child's interest.

Throughout the preparatory activities and the Preparatory Book are suggested tests for determining the child's mastery of vocabulary and of the necessary skills and abilities. In this way it is possible for the teacher to determine each child's progress and to diagnose any difficulties. Additional work is suggested in the specific Manual which accompanies the Reader for overcoming such difficulties.

In the work of the second year the Preparatory Book contains a variety of vocabulary-developing and word-meaning exercises. Exercises in the selection of synonyms, and a number of types of exercises employing words and definitions are used in the Preparatory Book for the second year. Suggestions for similar types of exercises for use with classes not supplied with Preparatory Books are incorporated in the specific Manual which accompanies the Reader.

The Second Reader provides review of derivatives introduced in the work for the first year and of additional types of derivatives. Experiences are provided in the use of the suffixes *s*, *ed*, *ing*; adding *n* and *en* to form the past participle; adding *er* and *est* to form comparisons; changing *y* to *i* and adding *es*. The presentation of these derivatives is discussed in the Specific Manual which accompanies the Reader. The derived forms themselves are used in the Preparatory Book which accompanies the Second Reader prior to their appearance in the Reader.

7. DEVELOPING GROWING ABILITY TO "PHRASE" AND TO READ BY "THOUGHT UNITS"

Need for gradual development of these skills

In the course of time, children ought to learn to perceive quickly words in natural groups, usually in thought units. It is impossible, however, for children at the early stages of reading to recognize groups of words in the way that adults do. To attempt to force the child to do so too early is futile and is likely to interfere with the development of useful forms of word perception. To read several words at a glance is a complex habit that will emerge gradually from wide experience in reading simple material and in pursuing a variety of activities which help the child to recognize words that form natural units of thought.

In the work of the first and second years, the child should be gradually learning to recognize word groups that really make up a thought unit. Work without any great pressure or too definite instruction in noting units that may be seen in a single eye exposure is begun in the first year and should be carried forward in the work of the second year.

Methods of developing ability to read by thought units

In the Preparatory Book which accompanies the Second Reader there are many exercises in which words are grouped together by themselves in thought units so that they can be easily seen. The Preparatory Book and the comprehension exercises suggested in the Manual for use with the Reader contain a large number of exercises which are designed to develop gradually in the child the ability to see that words may be grouped together as thought units and to increase gradually the ease and speed with which these units may be recognized.

Exercises of the types used for this purpose enable the child to learn to recognize such units in basic and supplementary reading material. The teacher may assist from time to time by demonstrating how continuous material is read in thought units. She may also

ask the child to point out in material which he has read the words which go together to make up one thought. The teacher should not be concerned if the child is unable to recognize phrases quickly. This is a skill that is not required until rapid silent reading is needed. It is unwise to put pressure upon the child in the second-year level to increase his speed of reading. Rapid rates of reading are the natural outcomes of proper basic habits and gradually increasing efficiency in their exercise. It is much more important that the child in the second grade form the correct basic habits than that he attempt to increase his normal rate of reading.

It is not until the child has reached an approximate grade score of 3.0 in a standard test, such as the *Gates Primary Reading Test*, that the devices of rapid exposure apparatus to develop phrasing and reading by thought units can be used profitably. When the child is at this level of reading ability, he may profit by a demonstration of phrasing. Used in moderation, the quick exposure of phrases, single or in sequence, by means of phrase cards or tachistoscopes, the metronoscope or lantern slides is often helpful, though not always necessary. Some practice in reading material at a distance is often useful. The teacher can guide the child in glancing quickly at phrases placed on the blackboard, posters, or placards, and she may encourage him to attempt to read quickly the headings or legends on pictures, billboards, store signs, etc.

However, whether the teacher uses the rapid word-exposure devices or other methods suggested above, she must keep in mind that it is not enough for the child to learn to read such phrases at a glance. He must learn to read by thought units in ordinary book material. The teacher must also keep in mind that, although the child should learn to read by thought units and should see phrases quickly, it is neither possible nor necessary for him to master these abilities in a few short practice periods. With the materials contained in *The New Work-Play Books* and the suggestions given here, the child will be able to phrase properly and to read by thought units in the natural course of events, without undue pressure or tension, which may very easily result if he is pushed beyond the abilities of his maturity level.

8. USING AND RE-USING THE PREPARATORY BOOKS

Using the Preparatory Book

The pages of the Preparatory Book which accompanies the Second Reader contain directions to the child which are definite enough to enable him to understand what he is to do and to work out the page successfully. The child should be able to do most of the work both in the Preparatory Book and the Reader with little or no assistance from the teacher. The work, however, can and should be made more interesting and educative by instruction, discussion, and guidance from the teacher. The specific Manual which accompanies the Reader gives complete directions for this type of work and for providing supplementary exercises for the slower learners.

Re-using the Preparatory Book

One of the best methods of providing additional reading and word-study is to interest the child in making repeated use of the Preparatory Book materials after they have been used according to the instructions on the page. Follow-up activities and projects in which the words, phrases, sentences, pictures, and other materials are used will suggest rereading of completed materials with a new purpose in mind, which is an excellent experience.

The following are suggestions of a few of the types of work that the child may do. The teacher will find detailed descriptions of these various types on pages 49-50 of this Manual:

1. Labeling pictures.
2. Making posters.
3. Making picture dictionaries.
4. Making booklets.
5. Making up practice material and tests.

9. USING THE READER WITHOUT THE PREPARATORY BOOK

The Preparatory Book has many advantages. It saves time and expense in preparing blackboard exercises, charts, mimeographed and hectographed materials, etc. In addition, it provides illustrations and materials that may not be easily found.

Despite its advantages, it is not absolutely necessary to the successful teaching of *The New Work-Play Books*. If it is impossible to provide a Preparatory Book for each child, the teacher should, if possible, obtain a few copies and let the child work together on them in carrying out the major activities and re-using the material for further experiences. In this way the children can make their responses orally or in various other ways that will suggest themselves readily to the teacher.

However, if it is impossible to supply a group with Preparatory Books, the teacher should have one desk copy. The Specific Manual which accompanies the Second Reader outlines ways of duplicating and supplementing the activities provided in the Preparatory Book. In some instances the materials of the Preparatory Book are reproduced in their original form or in modified form on the blackboard or on sheets of paper. In other cases the Specific Manual suggests new materials with which to replace the content on certain pages of the Preparatory Book.

10. CLASSIFYING AND GROUPING THE CHILDREN

Wide range of ability

Most classes will include a wide range of reading ability. How wide this range is and the form it will take depend greatly upon the method of promotion and classification employed by the individual schools. The materials of *The New Work-Play Books* have been made adaptable to various types of school classification and promotion. This adaptability of *The New Work-Play Books* has been achieved by making the materials and methods as nearly self-teaching as possible and by providing materials and activities to fit a wide range of reading abilities and interests within the class. Sufficient review experiences and practice exercises are provided for very slow learners, and at the same time a large and varied program has been carefully constructed to meet the needs of the most rapid learners. Thus, the materials of *The New Work-Play Books* are adapted to all types of classes from those in which the range of abilities in children is rigidly restricted by a promotion scheme to those in which ability grouping is not employed.

Regardless of the method of classification, the teacher will usually find it profitable to subdivide the children within the class, at least for certain parts of the day's instruction. Some of the time of each day may be spent on total class activities. *The New Work-Play Books* make such a plan feasible because of their organization of material into broad centers of interest with various activities and projects related to these centers of interest. By adopting a plan of subdivision for certain periods of instruction during the day, the teacher will find that she is able to spend considerable time with individual children, for the materials of *The New Work-Play Books* are so largely pupil-directive.

Methods of subgrouping

There are several methods of grouping children within the class. The children may be grouped according to their general reading ability. Under this plan the materials of *The New Work-Play Books* can be read and worked out by the abler group with little help from the teacher, who is thus able to give more attention to the slower learners.

In another method of subgrouping, the teacher may group the children according to specific needs in reading. Thus, she may have one group of children who are retarded in the development of a reading vocabulary and who need to review words previously introduced, another group which needs additional work in oral reading skills, another needing practice in work-type reading, another needing broader experiences. The teacher will find that the materials of *The New Work-Play Books* lend themselves easily to this type of subgrouping and that it is possible with the materials for the various groups to work semi-independently in the constant betterment of their difficulties.

For further suggestions concerning other methods of subgrouping within a class, the teacher is recommended to *The Teaching of Reading: A Second Report, Thirty-Sixth Year Book of the National Society for the Study of Education*, Public School Publishing Company, Bloomington, Illinois, 1937, Chapter XI.

Third-Year Program

Only within recent years has it been fully realized that the third grade, for a number of reasons, is a critical period in reading development. The third grade represents the period of the change from primary reading to more complex forms. During this period skill in reading material by phrases or thought units instead of by individual words should be developed. It is during this period that special attention must be given to the speed of reading. The third grade period is particularly critical because it constitutes a transition period in which new and more complex reading skills will emerge from the simpler primary types. Skills and abilities heretofore acting somewhat independently must now be fused into one unified process. In addition to this fusion, there must be developed a number of specialized types of reading skills, as well as a flexibility in changing from one to the other. Finally, the third grade period is critical because the child in a typical school must be enabled to study effectively a number of textbooks of rather complex and intricate character in the early fourth-grade period, and he must also be able to read widely without guidance.

The critical nature of the reading program in the third grade has been clearly brought to light by Dr. Dorris Lee.¹ Dr. Lee has found that reading ability is a very important factor in determining subsequent success in the various school subjects in grades 4, 5, and 6. In her investigation she has found, furthermore, what has been called the "fourth-grade hurdle." A child entering the fourth grade with a reading ability of less than a grade score of 4.0 in an acceptable standard reading test is certain to be handicapped in almost all of the fourth grade subjects. Even children of high intelligence are handicapped unless they have crossed this fourth-grade hurdle. Although such a child does not necessarily fail, learning will be more difficult and achievements will be smaller than they would have been if his reading ability had been carried beyond this hurdle. Children of lower intelligence who have not achieved a reading grade score of

¹ Dorris Lee, *Importance of Reading for Achieving in Grades 4, 5, and 6; Teachers College Contributions to Education*, No. 556, Bureau of Publications, Teachers College, Columbia University, New York, 1933.

4.0 are found in a very large proportion among those who fail in the fourth grade.

It is obvious that one of the fundamental problems of the third-grade teacher is getting as many of the children as possible over the fourth-grade hurdle by the end of the third year of school. Unless the children are equipped and have crossed this hurdle before entering the fourth grade, a large percentage of them do a type of work inferior to that which their intelligence seems to indicate.

Naturally the third-grade teacher must make her plans for bringing the children over the fourth-grade hurdle, and she must make her plans well in advance of the end of the third year. She must know long before the end of the third grade the limitations of her children in order that she may provide the instruction needed to achieve her goal. A careful survey of the reading abilities and difficulties of each child in the third grade should be made from time to time during the first part of the term, and further check-ups may be made about two months before the end of the term. The first survey will enable the teacher to organize her work according to the individual needs of the children, and the second survey will reveal to her the effectiveness of the plans previously laid out. By making the second survey two months before the end of the term, the teacher will have time to apply any vigorous remedial methods which may seem necessary.

The materials of *The New Work-Play Books* for the third year have been carefully arranged to take care of the complex transition that must be made during this period. During the third year additional skills and abilities must be developed and familiar skills and abilities must be bound together into a unified and efficient reading ability.

1. DEVELOPMENT OF ABILITY TO SURVEY WORDS AND SENTENCES FROM LEFT TO RIGHT

In *The New Work-Play Books* special attention is given to the problem of developing proper perceptual orientation during the course of the first and second years. Proper habits of eye movement should be formed long before the beginning of the third year by children who have worked during the first two years with these materials. If any of the children in the third year show frequent

reversal errors, it is probably due to confusion in word perception. The teacher will find it valuable to explain and demonstrate correct eye direction; to develop activities in writing, printing, and type-writing; and to use a variety of games designed to develop correct perceptual orientation. The teacher will find these various suggestions discussed fully in the work of the first-year program, pages 34-35 of this Manual. For further suggestions, the teacher is referred to Arthur I. Gates, *The Improvement of Reading (Revised)*, The Macmillan Company, 1935, pages 331-371.

2. DEVELOPMENT OF SKILLFUL INDEPENDENT RECOGNITION OF WORDS

Word-recognition abilities to be developed

To become an efficient and independent reader, a child must acquire the following skills:

1. Ability to learn new words when they are introduced.
2. Ability to work out the full recognition and pronunciation of words that cannot be recognized instantly at sight.
3. Ability to recognize previously studied words with increasing ease, speed, and accuracy.

In a program planned to develop these skills great care must be exercised lest methods be introduced which will conflict with rather than help one another. A child must become equipped with a variety of skills which harmonize with one another and which he learns to use at the times when, and to the extent to which, they are most useful.

Main principles in a word-recognition program

The child must acquire the habit of reacting attentively to words.

The child must acquire the habit of moving his eyes across the word in the left-to-right direction.

The child should acquire the habit of comparing words with one another in order to note similarities and differences.

The child must perfect the habit of discovering and seeing the most significant features and parts of words.

When an unfamiliar word is encountered, the visual analysis of the word form must precede the sounding of the word parts. Before the

child can think of the sounds of phonograms, syllables, or letters, he must see them in the word. It is therefore important to help the child learn how to detect the parts that will be most useful, both for recognition and for sound.

Visual analysis should, in general, be directed so as to isolate word parts which can be readily sounded.

The child must not only know that most words can be broken up into a variety of total sounds, but he must also become familiar with a number of these sounds.

The activities introduced to improve word perception and word analysis should be conducted with words which have already been introduced in the basal program and whose meanings are consequently familiar. The learning experience, in other words, should consist in refining and improving the perception of words previously introduced.

The child's attention should be directed to the word features and parts which appear most frequently in the basal program and to words most frequently encountered in children's literature. Thus, in the materials of *The New Work-Play Books*, word parts, phonograms, etc. introduced have been carefully selected and are those most common to the basal vocabulary.

Word elements should be introduced by leading the child to discover them in words and not in isolation.

Working out pronunciation and meaning of a word that cannot be recognized at a glance should be carried on when the word occurs in a context that gives it meaning. It is very important that the child learn to use word-form clues and context clues at the same time. The child should be encouraged to try to find familiar parts in words. The child should look for features and parts of words and conduct his own little studies in word analysis.

Word-analysis program for the third year

During the first and second years a carefully organized program of word analysis was developed. (For detailed information on the programs of word analysis, the teacher is referred to pages 39-40 and pages 52-53 of this Manual.)

During the work of the third year, phonograms introduced in the

preceding years are reviewed, and more practice with rhymes is provided. The use of various familiar suffixes is reviewed. Somewhat more advanced work with compound words is provided. Practice in finding syllables in words and in using syllables as a means of working out the recognition and pronunciation of words is continued. Practice in dealing with the long and short vowels is introduced in the late first-grade program in a simple form. Similar work is carried forward during the second and third years. The use of certain new and important suffixes is also introduced. The following phonograms are suggested for introduction during the work of the third year:

ai (as in <i>chair</i>)	ent	sk
ark	est	sm
ate	ick	sn
ave	ly	str
ber	ny	sw
cr	ock	ter
dr	old	th (as in <i>think</i>)
eat	ore	ther
eck	pr	tw
eep	ry	uck

Supplementary practice and remedial work

The plan for developing independence in word recognition in *The New Work-Play Books* has been so carefully organized that failure to develop the necessary skills should be rare among children who have followed the program from the first year forward. Children who have shown a marked deficiency in the various skills involved in independent word recognition should be given special instruction.

Most of such children can be taken care of by doing some additional work in accordance with the principles outlined above. The teacher may wish them to study the phonograms presented in the first two years (see page 40 and page 55 of this Manual) in selecting and determining the phonetic elements which require special attention. If it is possible, it would be valuable to provide the child having difficulty in certain types of word analysis with the corresponding exercises in the Preparatory Book which accompanies the Second

Reader, and in some cases, the one which accompanies the First Reader. However, it is not essential that children having difficulties in word recognition be provided with the Preparatory Books. If the teacher can discover the child's special difficulties and help him develop the right habits of attacking words, the child should be able to develop within a relatively small number of practice periods sufficient independence in word recognition to meet the needs of the third grade.

Before beginning extensive supplementary or remedial work in word recognition, the teacher should consider and determine the child's status in other phases of reading. Indeed, in the case of any child whose reading is deficient, the teacher should consider all phases of reading ability and all possible sources of difficulty, discussed in the following and preceding sections.

For additional suggestions and devices for improving word recognition, the teacher is referred to *The Teaching of Reading: A Second Report, Thirty-Sixth Year Book of the National Society for the Study of Education*, Public School Publishing Company, Bloomington, Illinois, 1937, pages 277-298; Gates, Arthur I., *Improvement of Reading, (Revised)*, The Macmillan Company, 1935, pages 276-329; Russell, David H., and others, *Reading Aids through the Grades*, Bureau of Publications, Teachers College, New York, 1938.

3. DEVELOPMENT OF GROWING INTEREST AND ABILITY IN ORAL READING

Importance of oral abilities

In the modern world ability to speak and to read orally is of great importance. The foundation of interest and ability in oral activities must be developed in the primary grades. It is, therefore, important that the teacher provide an abundance of opportunities for speaking and reading orally and that she be careful to avoid certain practices which are detrimental to the development of these talents.

Foundations for oral activities

In the early work in the oral activities, the teacher must consider as the first stage development of the ability to talk without em-

barrassment to a group. The foundation for good oral reading should be begun through an early enjoyable and educative group of experiences in speaking, telling stories, and discussing problems and plans. The teacher's most important problem, therefore, is to accustom the child to talking with other children with perfect confidence and complete absence of tension or embarrassment. (For a full discussion of this problem, the teacher is referred to pages 41-45 of this Manual.)

Not until the child is fully confident before an audience should the first oral reading be undertaken. This first oral reading experience should be with material that the child has previously read silently and studied sufficiently, so that he can read it fairly rapidly without difficulty.

The first oral reading should usually be done before the teacher or before a classmate and without any other auditors. Gradually the circle of listeners may be added to until the entire class is listening.

As the child grows in power and confidence, the reading material which he uses for oral activities may become more complex and may be used without extensive previous experience with it on the part of the child. As the child grows in his ability, the need for extensive preparation will decrease. However, the teacher should be cautioned against attempting to "push" the child too much and against making too many demands for early and successful sight reading. The first "sight" reading should be done with materials which, although the child has never seen them before, contain little or no new vocabulary. When sight materials are introduced in which there is new vocabulary, it is advisable to have the child glance briefly over the selection before he reads it orally. If he feels that he can read it satisfactorily, he may be permitted to do so. If he wishes assistance, he may obtain it before reading it aloud.

In connection with oral activities the teacher should be careful to avoid any practice which will cause tension or embarrassment on the part of the child. She should not make an error in reading an occasion for correcting the child's difficulty in articulation. She should not insist upon the child's basing interpretation upon punctuation. She should be careful about attempting to speed up a child's oral reading. To force a child beyond his "speed" in a special

situation may result in confusion. The teacher should be careful not to let the child remain "stalled" upon a word which he cannot recognize, even though this may be a familiar word. When the child is reading orally, the teacher should not have the children in the class follow silently the selection which the child is reading. The teacher should avoid having the audience pass judgment on, or make suggestions about, the child's oral reading. (For detailed discussion of these points, the teacher is referred to pages 43-44 of this Manual.)

4. DEVELOPING INTEREST IN VARIED AND DESIRABLE TYPES OF SILENT READING

Value of silent reading

The need and value of both recreatory and work-type silent reading are so apparent as to need little discussion. The teacher of the third-year period, however, should be particularly aware of the need for increasing skill in both types of silent reading, since at the fourth-grade level the child will be required to read extensively and efficiently in the content subjects.

Materials for developing desirable types of silent reading

The New Work-Play Books provide the following materials and experiences for developing desirable types of recreatory and work-type silent reading:

1. Preparation is made in the Preparatory Book and in the alternate preparatory activities (for classes without Preparatory Books) for free reading of the corresponding Reader without interruption due to difficulties in word recognition.

2. The materials of the Readers are not confined to any one type of literature, but provide choice examples of the important kinds of children's literature to the end that the child is familiar with and equipped to explore the outstanding fields of children's literature.

3. The Preparatory Book and the alternate preparatory activities provide for developing the various important types of work and study reading activities; for example, reading and following detailed directions, reading to note main ideas, reading to note the order of events, reading to find the key sentences, reading to note details, reading to

find particular information bearing on a question, reading to predict outcomes, reading to interpret pictures and maps, etc.

4. Exercises in the Preparatory Book and in the alternate preparatory activities provide a carefully graded program of rereading, review reading, skimming, and selective reading of materials both in the Readers and in the Preparatory Book.

5. Provisions are made to enable the child to express ideas obtained in silent reading in a variety of interesting and purposeful ways.

As pointed out above, a major purpose of *The New Work-Play Books* is to induce the child to read widely in the various fields of literature. To this end, the teacher should have available as many as possible of the books to which reference is made in the Specific Manual which accompanies the Reader. These books cover various levels of ability so that there will be additional reading on each broad center of interest appropriate to children of all levels of reading ability. In addition to having as many as possible of the books referred to in the Manual which accompanies the Reader, the teacher should make provision for a free reading period each day. The teacher may find it necessary to exercise some guidance of the children so that they will not attempt to read books that are too difficult for them. It is important that the child's experience in the free reading period be pleasant and enjoyable. (For additional discussion on the subject of silent reading, the teacher is referred to pages 45-47 of this Manual.)

5. DEVELOPING APPRECIATION OF POETRY

For several reasons discussed previously (see page 48 of this Manual), it is considered inadvisable to present poetry as a part of the basic reading materials which the child must read himself. It is recommended that the teacher read many poems to the children so that a wide aesthetic appreciation and enjoyment of poetry rather than a detailed analysis of form will be developed. References to suitable poems will be found at various points in the Specific Manual which accompanies the Reader. Suitable poetry is included in the basal reading materials at levels where the child's maturity and ability permit growing skill in the actual reading of poetry—namely starting at the fourth grade and continuing throughout his reading.

6. INTRODUCING, ENRICHING, AND REVIEWING BASIC VOCABULARY

Introducing vocabulary

The Preparatory Book and the alternate preparatory activities introduce each *new* word before it is used in the corresponding Reader selection. By a *new* word is meant one which was not previously used in the basal material of the previous years' programs. A number of simple types of exercises are employed for introducing new words. Each new word is introduced in an exercise in which the meaning is suggested by the content or thought of the printed text, and often by a picture.

Enriching and reviewing vocabulary

Following the introduction of the new word, it is used again in other exercises which provide further experience in recognizing the word and in reading it in context. These exercises are provided in the Preparatory Book and in the alternate preparatory activities. Because the word is used in different contexts and patterns, its meaning is enriched and enlarged. A wide variety of enriching and correlating exercises maintains the child's interest at a high level. Words which tend to be particularly difficult are given extensive review, and a thorough mastery of the basal vocabulary is thus assured.

The Preparatory Book and the alternate preparatory activities contain a variety of word-meaning and vocabulary-developing exercises. Exercises in classifying words under different general meanings or classes, exercises in selecting synonyms, exercises in selecting definitions have been provided to develop the child's mastery and skill in the use of vocabulary.

Careful work is also done in the Preparatory Book and the alternate preparatory activities in the use of certain derived forms of words. Suggestions are incorporated in the specific Manual for the review of derivatives introduced in the work of the first two years and for additional types of derivatives. In the third year experiences are included which make use of the suffixes *s*, *es*, *ed*, and of *ing*, *er*, *est*, *ly*, the changing of *y* to *i* with the addition of *es*, dropping the final *e* before adding suffixes, the method of forming and the use of various constructions, and the use and meaning of the suffix *self*.

It should be noted that the various exercises mentioned above provide an obvious record of the child's success. The preparatory materials have been so arranged that by marking, underlining, numbering, etc., the child leaves a visible record of his reaction to each exercise. The teacher can tell at a glance how thorough the learning has been. Thus, it is possible with these exercises not only to obtain an idea of the child's general ability in reading, but to form detailed and specific decisions as to his particular skill in definite phases. She can, in the event of need, provide immediate explanations and experiences needed to enable the child to attain the desired degree of mastery. Thus, misunderstandings and difficulties are not permitted to continue, and serious disabilities requiring extensive and expensive remedial treatment are avoided.

7. DEVELOPING GROWING ABILITY TO PHRASE AND TO READ BY THOUGHT UNITS

Importance of ability to read by thought units

In the course of time, children should learn to perceive instantly words in a group, usually in "thought units." To read several words at a glance is a complex habit which will ordinarily emerge gradually from well-guided experiences in reading various materials. Ability to recognize phrases at a glance and to read in thought units is rarely required before a child attains the reading level of the average pupil on entering the third grade. But any child who is approaching the third-grade reading level should show progress in phrasing and in perceiving phrases quickly.

The Preparatory Book, the alternate preparatory activities, and the comprehension exercises suggested in the Specific Manuals for Grades One and Two contain many exercises designed to develop the child's ability to see that words may be grouped together with thought units and to increase the ease and speed with which these units may be recognized. The work of the third grade continues the development of these skills through more complex, though familiar, types of exercises. For children at the third-grade level who are slow in acquiring these skills, additional work with exercises of these types will be helpful.

Methods of removing difficulties in reading by thought units.

Children who do not show satisfactory ability in reading by thought units are apt to show their difficulties in the following ways:

1. They are word-by-word readers in both silent and oral reading.
2. They make errors in obvious phrasing.
3. They have narrow eye-voice spans or eye-recognition spans—that is, they cannot “see” ahead of the words they are pronouncing in oral reading or recognizing in silent reading.
4. They are usually slow readers in silent reading.

The teacher can discover these difficulties by the use of the following methods:

1. She may note the child’s speed in silent reading. For this purpose she may use suitable pages from the Preparatory Book or the Reader.
2. The teacher should observe the child’s phrasing and thought expression in oral reading.
3. The teacher should note the speed and accuracy with which the child can find phrases in the text which answer a question or solve a problem. Many of the exercises in the Preparatory Book involve this type of work. The teacher may use any of them in determining the child’s speed.
4. The teacher should note the child’s skill in reading at a glance the headings on a news sheet or a list of phrases on the blackboard.
5. The teacher may expose a series of phrases on cards and see how many the child can read in a single exposure. She may compare the results with those of other children.
6. The teacher should note the child’s eye-movements in silent reading. This can be done by watching his eyes carefully while he is reading.
7. The teacher may expose phrases in a tachistoscope or on flash cards for about one-fifth second each. She may compare the child’s success in reading them with the records of other children.

When the teacher has determined the particular difficulty which the child faces, she will wish to institute a program which will remove the stumbling block from the child’s path. Various devices, such as

the use of flash cards, tachistoscopes, and other rapid-exposure apparatus have been employed to develop ability to phrase and read by thought units. Little or no use of such devices is necessary with the materials in *The New Work-Play Books*. A retarded child may profit by a demonstration of how a person reads such units at a glance. The teacher herself can best demonstrate this skill by reading aloud to the children. The selection which she reads may be read from the book which the child is reading. In such an exercise the material should be read twice. The first reading by the teacher shows the general pace for reading; the second time it is read she should indicate the thought units or phrases either by means of a pointer or through the inflection of the voice.

Some practice in reading materials at a distance is often helpful. The teacher can guide the child in glancing quickly at phrases placed on signs on the schoolroom walls, billboards, placards, or the blackboard. She should also encourage the children to read quickly the headings, phrases, or legends on pictures or signs seen in stores. However, it is not enough for the child to learn to read at a glance phrases exposed on charts, signs, etc., or shown with a rapid exposure apparatus. The child must also be able to read rapidly by thought units in long passages of everyday reading materials. To accomplish this the child should attempt to read at a glance the headings or subheadings found in supplementary readers, schoolbooks of different types, magazines, newspapers, etc. For the child who seems to have trouble transferring these skills to solid reading materials, the teacher may prepare special material. In such material each thought unit should be set off by a blank space, or alternate thought units may be underlined.

8. USING AND RE-USING THE PREPARATORY BOOKS

Using the Preparatory Books

The pages of the Preparatory Book contain definite and simple directions to the child which will enable him to do the work of each page thoughtfully and efficiently. In fact, the child should be able to do most of the work in both the Preparatory Book and the Reader with little assistance from the teacher. The work, however, can and

should be made more interesting and educative by instructions, discussions, and guidance provided by the teacher.

The Specific Manual which accompanies the Reader includes complete and detailed suggestions for enriching the work of the Preparatory Book, for guiding the child in various types of follow-up activities, and for providing supplementary experiences when needed by slower learners.

Re-use of the Preparatory Book

Additional reading and word study may be provided by interesting the child in making repeated use of the materials of the Preparatory Book. After the regular work with the pages has been completed, the child, under the teacher's guidance, may work out some plan in which he uses the words, phrases, sentences, pictures, and other materials that have just been read. Such a plan will suggest re-reading the material, and this reading with a new purpose provides excellent practice.

There are many types of work that the child may wish to do which involve re-using the Preparatory Book materials. (For specific suggestions as to various types of activities the teacher is referred to pages 49-50 of this Manual.)

9. USING THE READER WITHOUT THE PREPARATORY BOOK

The Preparatory Book is highly recommended not only because it saves the teacher an enormous amount of time and expense in preparing blackboard exercises, charts, and mimeographed and hectographed material; but it also provides illustrations and materials that the teacher may have some difficulty in duplicating. Despite the many advantages of Preparatory Books, however, their use is not essential to the child's successful progress in *The New Work-Play Books*.

In the event that the teacher is unable to provide each child in the class with a copy of the Preparatory Book, the most desirable procedure is to obtain a few copies and let the children work together with them in carrying out the primary activities and in re-using the material extensively.

If even a small group of children cannot be supplied with the Preparatory Books, the preparatory activities outlined in the Specific Manual which accompanies the Reader may be used in place of the books. In some instances, the Preparatory Book pages are reproduced in their original form on the blackboard or on sheets of paper. Suitable methods are given for conducting the activities related to them. In other cases, the Specific Manual gives new or modified material with which particular pages of the Preparatory Book are replaced.

10. CLASSIFYING AND GROUPING THE CHILDREN

Methods of testing

As has been previously pointed out, *The New Work-Play Books* provide materials and suggestions which will enable the teacher to measure the child's ability and diagnose reading difficulties at only day-to-day intervals. It would be advisable, in addition, to give standardized tests once or twice during the year. One test might be given early in the year so that the results may be used in planning the program to meet the needs of individual children. The second test might be given four to six weeks before the end of the year so that sufficient time still remains to correct any difficulties which then appear and to prepare the child for the critical work of the fourth-grade period. Such tests as the *Gates Silent Reading Tests for Grades 3 to 8* can be used advantageously.

This battery of tests comprises four types:

1. Reading to appreciate the general significance of a paragraph.
2. Reading to predict the outcome of given events.
3. Reading to understand precise directions.
4. Reading to note details.

The teacher may also find it advisable to use the *Gates Reading Survey*. This battery contains tests to determine (1) speed, (2) accuracy, (3) level or power of comprehension, and (4) vocabulary or word knowledge. The use of these tests will enable the teacher to compare the child's attainments with standard norms, as well as to secure a comparison of growth along the different lines. The teacher may

administer the *Gates Silent Reading Tests for Grades 3 to 8* at the beginning of the year, and the *Gates Reading Survey* in the latter part of the year. Both batteries of tests are published by the Bureau of Publications, Teachers College, New York.

Methods of grouping

Most third-grade classes will include a wide range of reading ability. The extent and character of this range depend largely upon the method of promotion and classification employed by the school system. The materials of *The New Work-Play Books* have been made adaptable to the common types of classification and promotion. They lend themselves easily to various plans of classification due to the fact that the materials and methods are largely pupil-teaching and the materials and activities fit a wide range of reading abilities and interests within the class. The materials provide a variety of review experiences for slower learners and at the same time include a large and varied program to meet the needs of the most rapid learners. For these reasons *The New Work-Play Books* can be used in all types of classes, from those in which the range of ability is rigidly restricted to those in which ability grouping is not the controlling factor of classification.

Regardless of the method of classification, a wide range of ability will persist in the typical third-year class. A plan of subdividing the class for certain parts of the daily instruction is recommended. In this plan some of the time is spent in total class activities. *The New Work-Play Books* make this possible by adopting the unit, or topical, plan of organizing material and by relating various activities to the broad centers of interest of each unit. During other periods the class may be divided into a number of groups, varying from three to seven or eight children, the exact number of children in a group being determined by the size of the class, the range of ability, and other factors pertaining to the situation. By adopting a plan of subdividing a class, the teacher can work with one group during parts of each day. Indeed, the materials of *The New Work-Play Books* are so nearly pupil-teaching that the teacher will be free to spend considerable time each day working with individual children.

The subgrouping may be arranged on various bases. For example, the children may be grouped according to their general reading ability. Subgrouping may also be planned according to development of particular skills, such as reading vocabulary, ability in work-type silent reading, rate of reading, skill in oral reading, etc. With either of these two plans or any other method of subgrouping which the teacher wishes to employ, while the teacher is working with one group, the other groups are, due to the construction of *The New-Work Play Books*, able to continue their work independently and efficiently.

For further suggestions concerning methods of employing the plan of subgrouping, the teacher is referred to the *Teaching of Reading: A Second Report, Thirty-Sixth Year Book of the National Society for the Study of Education*, Public School Publishing Company, Bloomington, Illinois, 1937, Chapter XI.

11. DEVELOPING THE OPTIMUM SPEED IN SILENT READING

Need for optimum speed

During the first two years little attention should be given to a high rate of reading. The problem in these periods is to develop the fundamental skills upon which speed depends. Accurate and full comprehension at moderate speed is the fundamental aim of the early periods in reading. During the work of the third year, there are few demands for a high rate of reading. It is advisable, however, for the teacher to examine the child's reading habits in order to determine whether they are developing naturally in a way that will make an increase in speed sufficient to meet ordinary demands when the occasions arise.

The child will be faced with many such demands, beginning usually during the work of the fourth year. If the child has faulty reading habits, they should be eradicated during the third year so that he will be equipped to meet the demands of the work in subsequent grades. It is recommended that the child's reading habits be observed early in the third year so that any improvements which are necessary can be made in an unhurried program and without resort to extreme remedial measures.

Features contributing to optimum speed

The materials of *The New Work-Play Books* embody selections for the work of the first three years designed to develop all skills and abilities needed for accurate reading at as rapid a rate as is necessary. The following features of *The New Work-Play Books* are important means to this end:

1. The thoroughness with which basal words are introduced and reviewed. This leads to quick and accurate recognition of individual words.

2. The thoroughness with which skills in working out recognition and pronunciation of new words are developed makes possible quick perception of unfamiliar words.

3. Provision for developing ability of phrasing and of recognizing words in thought units forms a basis for quick and accurate perception.

4. The provision of exceptionally large amounts of reading material containing no new vocabulary assists the child in learning to read at his optimum speed without being hampered with unfamiliar words.

5. The large amount of rereading contributes greatly to the natural development of rapid reading and, in addition, makes possible the beginning of the development of skill in skimming.

Possible causes of difficulty

If, on entering the third grade, the child still fails to read at an optimum speed, the causes of failure usually are found to be due to the need of additional work in the types of exercises outlined in the previous paragraphs. This difficulty may be due to weaknesses in word-perception, incomplete mastery of an existing basal vocabulary, failure to learn to phrase properly or to perceive several words at a glance, insufficient experience in reading materials free of word difficulties.

In addition, such failure to read at an optimum speed may not be due to any of the causes outlined above, but to the persistence of certain reading habits which children often establish in the early reading work, and which they usually drop without special teacher assistance when their increasing skills and abilities render such habits

unnecessary. Some of these habits which may persist from early work may be any of the following: (1) using the finger or pointer to lead the eye in reading; (2) definite articulation, either audible or inaudible during silent reading; (3) failure to recognize that increasing abilities permit a more rapid and fluent pace than that typical of early experiences in reading.

If the child reads too slowly, it is obviously necessary to find the exact cause. However, before searching for the cause and prescribing the remedial treatment, the teacher should be very sure that the child really does read too slowly. This she may determine by using an informal test or giving a standardized test for determining rates of reading. For informal testing, the teacher may use any of the easy materials of *The New Work-Play Books* and will probably find the Unit Readers as well as the basal materials very adaptable to this procedure. It is difficult to define the particular speed of reading which should be expected of children entering the third grade. The speed will vary with the difficulty of the material, and what is a desirable rate for one child may be too fast or too slow for another. It is probably most advisable to determine through testing the slowest reading members of the group. It is safe to say that any child who cannot read silently at a rate equal to his rate of natural speaking, will probably need assistance in developing increased speed in reading.

In attempting to diagnose the difficulties, the teacher may use a standardized diagnostic inventory such as that described in Arthur I. Gates, *The Improvement of Reading (Revised)*, The Macmillan Company, 1935, or informal methods.

If informal methods of diagnosis are used, the teacher may find the following suitable:

1. The teacher should investigate the child's ability to phrase or to perceive words comprising thought units at a glance.

2. If the child is not successful in phrasing and reading by thought units, the teacher should investigate the range and the accuracy of his reading vocabulary. This may best be done by having the child read material in the early pages of the Third Reader, *Wide Wings*, or selections from the latter part of the Second Reader, *We Grow Up*.

As the child reads orally, the teacher should note the number of words with which he has difficulty. The test may be supplemented by having the child attempt to read a number of isolated words selected from the word list of the Second Reader which he studied. If he fails to recognize a large number, one cause of his slow reading is indicated.

3. If the child's reading vocabulary is small, the teacher should observe his methods of working out the pronunciation and meaning of new words. If his skill in word analysis is weak, further work along this line is recommended. If he is fairly skillful in word analysis, it is likely that the previous reading program has not sufficiently emphasized the mastery of words. The child may have been permitted to point to the words in his book and has articulated the words too fully.

4. If the child does not seem retarded in perception of thought units, in phrasing, in vocabulary recognition, or in word analysis, it is probable that the slow rate of reading is due merely to his having formed the habit of reading slowly and being unaware of the power which his increased skill and ability in reading give him. For such a child it is usually only necessary to make it clear to him that he can easily read faster and to encourage him to do so. Timed exercises may sometimes be used to advantage. In such an exercise, the child is asked to read as rapidly as he can without losing the thought. The teacher records how many words he reads in a given time. Another method, perhaps more advantageous, is to have the child read a complete selection as rapidly as possible without losing the thought, while the teacher records the required time. In this way the teacher can compute the number of words the child reads per minute. Children enjoy both these types of exercises, and after some work, a definite improvement in the rate of reading usually appears.

If the child's difficulty is due to leading his eye by pointing with his finger to the words, the teacher may often solve the problem by telling him that he does not need this method, and asking him to drop this technique.

If the difficulty seems to be due to silent or audible pronunciation of the word, it can usually be corrected by work of the same type suggested for the child who merely reads slowly from habit.

When the difficulty is due to a lack of the development of ability to phrase and to read by thought units, the suggestions given on pages 58-59 of this Manual may be followed.

For children who have developed insufficient ability to work out independently the recognition and pronunciation of new words, it is suggested, since these children have probably not used *The New Work-Play Books* in the previous years, that considerable work be done with the materials for the second-year program, particularly the Preparatory Book. The Preparatory Book is advantageous, for it contains exercises for developing the necessary skills for successful recognition and pronunciation of new words.

In the case of the child whose rate of reading is low and who seems to be insufficiently skilled in a number of the abilities contributing to an optimum rate of reading, the teacher must consider the possibility that the child's deficiency is due to a relatively low intelligence or to general educational backwardness, rather than to any specific difficulties in the reading processes. If possible, the Stanford-Binet tests should be given in these cases. Group intelligence tests which involve reading are not suitable for this purpose, since the score depends considerably upon reading ability. The Stanford-Binet test is much less affected by the child's reading ability. If the child's mental age is very low for the grade level, it will be difficult for the teacher to bring him up to the level of the group by instruction in reading alone.

If the child's mental age is high or comparable to that of the group, but his educational background has been poor, continued work by the teacher in improving his reading will generally increase his educational interest and ability, which in turn will result in continued improvement in reading.

12. IMPROVING ACCURACY OF COMPREHENSION

During the third grade the child should be able to comprehend the material in *Wide Wings* with a considerable degree of accuracy. After having read a selection, he should understand and remember the main points. The child whose comprehension is low — that is, the child who reports inaccurately, incomprehendingly, or both, the content of

what he has read — merits special attention if he is to be adequately prepared for extensive work in other subjects.

Low accuracy and incompleteness of comprehension may be caused by the difficulties discussed with respect to developing optimum speed — a small reading vocabulary, difficulty in recognizing previously studied words or in working out the pronunciation and meaning of new words, inability to phrase well, inability to grasp words in thought units, or an habitually slow rate of reading. Methods suggested in the preceding section of this Manual will serve to increase the child's accuracy and fullness of comprehension.

In addition, difficulties in comprehension may result from the child's having read in the first two grades without having realized how thoroughly typical selections should be comprehended. Such a child lacks adequate standards of accuracy.

Sometimes defects in comprehension are due to the child's belief that he should remember every detail. Such children overwhelm themselves with details and are unable, so to speak, to "see the forest because of the trees." Other children may content themselves with a very superficial understanding of what they have read. One of the most satisfactory ways of lessening these defects is to provide the child with clear-cut, definite checks upon his comprehension and recall. (The teacher should note the large number of comprehension exercises incorporated in the Preparatory Books and the alternative preparatory activities for *The New Work-Play Books*.) With some guidance from the teacher, children following a program of definite checks upon comprehension will soon be able to reach a satisfactory level of accuracy and fullness of understanding.

Defects in comprehension may be caused by failure to make sufficient use of the materials after they have been read. This type of defect may best be overcome by constant re-use of materials, as suggested in the Specific Manual which accompanies the Reader, and in persistent use of reading material as a means of leading forward to various activities, such as planning a play, making of books related to the topic, construction of scenery, etc. — all of which demand attentive reading and full comprehension and, by their nature, often cause extensive rereading.

Children sometimes have difficulty in comprehension because their attention is too largely absorbed in the mechanics of reading. Such children show excessive zeal for accurate articulation, for fluency in oral reading, and for speed in silent reading. For these children reading has unfortunately become a form of motor gymnastics in which little attention is given to thought or interpretation. While it is true that children must master certain skills and abilities involved in the mechanics of reading, the introduction and development of such skills should occur only when needed and to the extent necessary, and should not interfere with the interpretive and broader aspects of the reading process. It is the duty of the reading materials to reduce problems related to the mechanics of reading and control them so that they do not overshadow the broader reasons and purposes of reading.

13. IMPROVING THE LEVEL, OR POWER, OF COMPREHENSION

Some children may be found whose comprehension is reasonably accurate when they read materials of a lower level of difficulty, but who are unable to read satisfactorily materials of a higher level. The problem of determining the degree of difficulty in material a particular child should be able to comprehend is, unfortunately, a difficult one. In general, children of higher intellectual levels and children who have enjoyed a rich range and variety of experiences should be able to understand more advanced material than those of lower intellectual levels and more limited experiences. It is apparent that if the teacher knows the mental age of the child, as determined from some such test as the Stanford-Binet, she has some indication of the possible results that she may expect from the child. If his mental age is higher than the average mental age of the children entering the third grade, he should be able to read with profit and enjoyment materials of higher than third-grade level. If, in addition to a higher than average mental age, his experiences have been particularly rich, the teacher should expect somewhat more of him than if his past life had been rather meager in experience. As no definite or simple rule can be stated for meeting the problem of determining the exact degree of difficulty in material suited to each child, the teacher must study the

needs and abilities of the individual children and then select materials which best meet these needs.

The child's level, or power, of understanding may be limited by the same factors which affect his speed and accuracy of comprehension: a narrow reading vocabulary; or difficulties in word recognition, in phrasing, and in perceiving words in thought units. Limitations in speed and in accuracy of understanding affect the level of comprehension. If a child appears unable to comprehend materials of as high a degree of complexity as his intelligence and experiences seem to warrant, his reading is probably affected by the factors listed above, or special difficulties for which remedial procedures should be undertaken.

Additional factors may contribute to failures to advance in level of comprehension. The child who reads little beyond school requirements may not progress satisfactorily. Depth and level of understanding are furthered by wide reading. The remedy for this limitation is to increase the child's interest in reading.

The child whose reading has been largely confined to one type of material is likely also to be handicapped. He may be competent in one particular field, but his deficiencies in the vocabulary and concepts of other important fields limit him when he attempts to read a representative range of materials.

Sometimes the difficulty is the result of the child's reading only very easy books that are far below his level of comprehension. In this case the child should be helped to find reading materials on topics of greatest interest to him at his maturity level. These materials should gradually increase in complexity.

At the opposite extreme, the difficulty may sometimes be due to the fact that the child's voluntary reading has been restricted to very difficult books. If the child at some stage has been led to attempt to read books that are far advanced, he may have become discouraged and ceased all reading except that required in the school.

For children whose limitation is due to narrow reading, one type of reading material, use of very easy books, or restriction to extremely difficult books, it is of great importance to determine a suitable beginning reading level. This level should be one at which the child can

read with full comprehension, but at which the material includes some new words and concepts so that growth may be stimulated. Topics of special interest should be found, and encouragement and incentives should be provided for wide reading. As the child's power of comprehension increases, materials of advanced complexity and difficulty should be provided so that the child moves on to higher levels, rather than reads indefinitely materials which do not exercise his growing ability.

Sometimes a child has difficulty in comprehension because he has not learned how to make a thorough analysis of the content of a selection. His reading tends to remain on a superficial level. The remedy for this difficulty is to provide the child with comprehension exercises, problems, and projects to guide his reading, all of which should call for a thorough understanding of the problems and an able selection of the materials needed to solve them.

The teacher will sometimes find a child whose main difficulty seems to be that he "is simply not interested in reading." This is a most abnormal situation. Such lack of interest is usually due to some definite deficiency, such as any of those discussed above. The teacher can, therefore, effect a real cure only when she has found the cause and removed it. In many cases, however, after the teacher has made a thorough diagnosis and planned a definite remedial treatment, there still remains the problem of reviving the child's interest in reading. In such cases the teacher should find the areas of special interest to the child and use as materials for her remedial procedure reading materials pointed to these areas. It is as important to find some purpose and reason for reading as it is to find the suitable level of reading on which such a child should begin.

In general, when children are unable to comprehend fully materials of a suitable level of difficulty, the teacher will find that two important considerations in remedial treatment are first, the suitable levels of reading on which to begin and second, important and varied purposes for reading. Setting up problems, finding purposes for which content may be used after it is read, delegating some unusual responsibility to a particular child, such as an important assignment for the class newspaper, etc. are suggestive of effective purposes for wide reading.

The teacher should keep in mind that whether she is attempting to overcome reading difficulties or is planning further growth in reading for children who are progressing satisfactorily, the learning process will continue most efficiently and effectively if the reading materials are centered about the areas of greatest interest and value to the children, such as the broad centers of interest upon which *The New Work-Play Books* are built.

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